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ABSTRACT

This handbook makes it possible for a group of parents in almost any community to begin using the Parent/Child Toy-Lending Library program. This program is an eight-week course (about one hour per week) for parents of preschool (three to five year old) children during which each parent learns to use a variety of toys and games at home to stimulate the growth of the child's intellectual skills and to enhance his self-concept. Following an introduction and a presentation of some background information concerning the program, the "nuts and bolts" of training are discussed as to the course, the class, the role of parents in the program, the toys for each class, the printed handbooks, the audiovisual training materials, how to establish a Parent/Child Toy-Lending Library program, and course-leader/librarian training. The next chapter, Finding Funds for a New Toy Library, describes how to begin hunting for funds, putting funds together, how the migrant situation differs, Head Start and Follow Through, funds for Toy Library training, more ideas for training funds, enlisting adults and grandparents, funds for native Americans, funds for the handicapped, facilities and supplies, getting private funds, more sources of possible funds, help from other sources, becoming a non-profit organization, and joining forces with Model Cities. A sample proposal for use of Social Security Act funding is provided. The final chapter gives a set of questionnaires, forms, and other evaluation instruments for determining how well a Toy-Library program is working. A bibliography, four appendixes, and a note to the reader are included. (DB)

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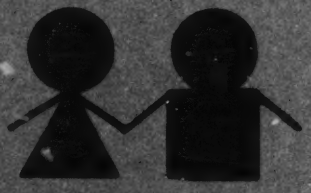
A GUIDE TO SECURING AND INSTALLING

the parent / child toy - lending library



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"I never met a parent, no matter how poor, who didn't prize education and know that education is what his children need."

Marcus A. Foster
Superintendent
Oakland Public Schools

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INFORMATION/UTILIZATION DIVISION
FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1 Garden Circle, Hotel Claremont
Berkeley, California 94705
Telephones: (415) 841-9710 and 841-6950

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this handbook describes how

to secure and install

THE PARENT/CHILD TOY-LENDING LIBRARY

an educational product of the

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

developed by:

Glen Nimnicht

Edna Brown

Bertha Addison

Stan Johnson

written by:

Fred Rosenau

Betty Tuck

and the Information/

Utilization Division

of the Laboratory

Associate Director

C.L. Hutchins

April 1972

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Bertha Addison
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Pat Johnson
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Mary Anne Kojan
Belle Lipsett
Elizabeth McCandless
George Monica
Glen Nimnicht
Nick Rayder
Margaret Robinson
George Rusteika
Joe Schneider
Jean Sims
Elizabeth Tapscott
Dick Watkins
Bill Weldy
Enid Welling
Marda Woodbury
Helen Wynne

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FOREWORD
by
Glen Nimnicht
and
Edna Brown

This handbook should make it possible for a group of parents in almost any community to begin using the Parent/Child Toy-Lending Library program. In the following pages you'll find some background information about the program, along with practical suggestions for acquiring the basic materials and beginning to put them into use effectively.

The Toy Library program actively involves parents in educational activities with their own three-to-five-year-old children. Both during and after a short eight-session training program, each parent is able to use a variety of toys and games at home to stimulate the growth of her preschool child's intellectual skills and to enhance his self-concept. (Turn to the back cover of this handbook to learn how the Toy Library program works.)

We believe this handbook should answer most of your questions about the Toy Library. If we've overlooked something, here or in the training materials themselves, feel free to contact the Laboratory so that we can plug the loophole promptly.

G. N.
E. B.
Berkeley, Calif.
April 1972

INTRODUCTION

At the Far West Laboratory for Educational Research and Development we develop products and processes that will help all children have more and better opportunities to learn. Many of these products are already in use in schools and colleges;* many more will be ready for educators to adopt in the next few years.

But the product described in this new handbook has been developed for use by parents of preschool children. Although it can easily be "adopted" by school districts, the Parent/Child Toy-Lending Library program can be installed just about anywhere in a community -- wherever it will be readily accessible to the parents who need it most.

Before you begin to use the information in this handbook you should view the film called "Learning and Growing and Learning." It's by far the best introduction to the Parent/Child Toy-Lending Library program. A synopsis of some of its content can be found on the back cover of this guide.

The next step, taken perhaps even before reading this entire handbook, would be to examine a set of the basic toys, the course-leader/librarian manual, and the parent guide that's entitled "How to Play Learning Games with a Preschool Child." Probably you should also look at one or more of the sound filmstrips that show how parents can use these learning materials at home with their own preschool children.

Once you've previewed the film and some of the materials used in the Toy Library program, you should find much valuable information in the following pages. To avoid unnecessary duplication, none of the actual Toy Library program's operational content is included here.**

The goal of this handbook is, simply, to help you obtain and begin to use the full Parent/Child program in your community. A quick look at the Table of Contents (page iii) will indicate what has been included. Not every section (and certainly not all of the appendices) will prove useful to every reader.

If the national attention currently being focused on child care should result in authorization and funding for cooperative day-care centers or for family day care or for home day care related to those centers, the Toy Library program can provide the educational compo-

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* For example, see Minicourses Work, Superintendent of Documents stock number 1780-0863 (35¢).

** See Librarian Manual, Parent Guide #1, Parent Guide #2, and Handbook for Teacher Assistants, Morristown, N.J.:General Learning Corp., 1971.

nent needed to prevent those services from becoming merely custodial baby-sitting. Similarly, the Toy Library can fit the needs of families who receive group services through public or private hospitals or clinics.

Another vital new thrust which the Toy Library can support and enhance is the starting of career ladders for low-income mothers in Home Start and day-care activities. Increasing employment opportunities can result from this cost-effective mode of training parents in new competencies. And, if suitable arrangements are made in advance with local colleges, this training (which is roughly equivalent to a 15-hour course) can also be used to upgrade the skills of current day-care personnel and new professionals. After training, parents will be able not just to demonstrate an awareness of the learning activities and their implications, but to produce behaviors and skills and generalize from them as well. These outcomes for parents may prove more significant, in the long run, than merely using toys and games in learning situations at home with their children.

The Toy Library program also fits the needs of schools in a variety of ways. Anyone who skims the Handbook for Teacher Assistants will quickly grasp the many opportunities for preschool and primary classroom learning that the toys and games can provide. Moreover, if the teaching staff has children below school age, a school district could use the Toy Library program in its home economics classes as one way of contributing to the establishment of day-care facilities for its own staff. Not only would teachers be helped, but the benefits to the school's educational program will be enhanced at the same time. Teenagers can learn more about parenting, child growth and development, and homemaking from working with young children than from manipulating artificial props.

This concise handbook was created early in 1972, when a national effort began to help state, regional, and local decision-makers launch Toy Library programs in their own areas. But even after this initial effort to demonstrate the effectiveness and adaptability of the Toy Library program has ended, the Laboratory will be ready to provide information to those who are thinking about adopting or adapting the principles of this program. If some of your uncertainties are not resolved by this publication and by the content of the various handbooks that are included in the actual "how-to-do-it" Parent/Child program materials, you are invited to write or phone the Laboratory's Information/Utilization Division.

Finally, it is important to emphasize that the Parent/Child Toy-Lending Library program has had a welcome reception in a variety of situations. Nevertheless, involving parents in early childhood education probably will pose some difficulties that have not yet been fully worked out. This handbook is being published now simply as a first step toward meeting the needs of early adopters. It is not intended to be definitive. But if it proves helpful in stimulating

parents to become involved in the education of their children, the developers will feel that their early efforts have been worthwhile.

SOME BACKGROUND INFORMATION

The Parent/Child Toy-Lending Library was developed by the early-childhood education division of the Far West Laboratory for Educational Research and Development. That division aims eventually to provide for some or all of the educational needs of at least 90 per cent of the three- and four-year-old children in any community. At the time the Toy Library project was undertaken in 1969, it seemed likely that Head Start would continue to educate some children, that private nursery schools would be available for some children, and that day-care services would be expanded. However, it also seemed evident that these programs and facilities would not serve most three- and four-year-old children. The public schools do not have the financial resources, the teachers, or the space to offer a three-hour classroom program for these children, so an alternative program with modest resource requirements had to be devised and tested. The Parent/Child Toy-Lending Library program now trains parents to use a limited number of educational toys to help their own children learn specific skills, fundamental concepts, and problem-solving behaviors.

The Toy Library program conforms to the major objective of all the Laboratory's early-childhood education activities: the development of an educational program for children from ages three through nine that is more responsive to their needs than most current educational programs.* Classroom organization and teaching procedures are responsive to the child when the learning environment satisfies the following conditions:

1. it permits the learner to explore freely;
2. it informs the learner immediately about the consequences of his actions;
3. it is self-pacing, with events occurring at a rate determined by the learner;
4. it permits the learner to make full use of his capacity for discovering relationships of various kinds;
5. its structure is such that the learner is likely to make a series of interrelated discoveries about the physical, cultural, or social world.

The activities within such an environment are autotelic; that is, the activities are self-rewarding and do not depend upon punishments or rewards. Not all self-rewarding activities are autotelic. To be autotelic, an activity must also help the learner develop a skill, learn a concept or develop an attitude that is useful in some other activity. Autotelic activities are intentionally designed to reduce the reward for success or the punishment for failure to tolerable limits for the learner and society, so that the learner can master some skill that is useful in life, but that often cannot be

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* See Appendix B.

learned through direct experience since the cost of failure is too great to tolerate.*

The program also responds to children by taking into account their cultural backgrounds and life styles. It uses culturally-suitable supplementary materials whenever possible; encourages the use of the child's language in school; and recognizes that the competencies children have developed may be different, depending on their environment and background, and that these differences should in no way label the children as being "deprived." In view of the children's ethnic and social backgrounds, the parents are obviously the persons who should be responsible for the education of their children; thus they should be involved in all decisions that affect their children's education.

The long-range objective of the Responsive Program is to contribute to the education of young adults who can solve a variety of problems and who have the self-confidence to attempt new activities when there is a reasonable chance of success. This objective means that education must not simply be concerned with the intellectual development of a child, but must help him either to maintain a healthy self-concept or to develop one as it relates to school and learning. These objectives for a program for young children mean that adults must, of course, help the child learn specific skills, concepts, and problem-solving techniques; but the major concern is to help each child learn how to learn rather than to teach some specific content. Since a major objective is to help a child maintain or develop a healthy self-concept, the way he learns and what he learns must be judged with a view to the possible effect that the process or content might have on the child's self-concept.**

The Parent/Child Toy-Lending Library program can fill the educational needs of many three- and four-year-old children who are not participants in some other organized educational program. Parents are offered an eight-week course, usually held once a week for about two hours, which shows them how to facilitate the educational development of their children.

If sponsored by a public school district, the project should reduce the problems of financing education, training teachers, and providing school space. One person--a teacher or an assistant teacher--can be trained to teach the course and to operate the library. This teacher-librarian can reach at least 120 parents a year by con-

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* For a more detailed description of autotelic activities see Anderson, A.R., and Moore, O.K. "Autotelic Fold-Models." The Sociological Quarterly, #1, pp. 203-216, 1959.

** A more detailed description of the program is available in "Overview of the Responsive Model Program," ERIC document #ED-045-207. (Also see Appendix B).

ducting two eight-week classes for 20 parents per class three times during the academic year. The initial capital outlay by a school district should not exceed $2,500 (it could actually be less than that), and the course could be taught in a classroom after school hours or in a general meeting room. The Toy Library materials could be housed in that room or in a closet of some sort. Therefore, during the first school year, the cost of reaching 120 parents, including capital outlay, would be no more than the cost of operating a three-hour classroom program for fifteen to twenty children. After the first year, the cost would be a single salary plus a modest expense for maintenance and replacement. It appears that the cost should not exceed $100 per parent under ordinary circumstances.

There is no evidence that all three- and four-year-old children need three or more hours of classroom experience every day; parents are obviously the most important teachers in a young child's life, and they use a variety of teaching techniques according to their own training, their lifestyle, and their culture. Now that a course is available to help parents improve their teaching techniques or give them an alternative method, they can be more effective in helping their children develop their intellectual ability. In order for this experience to be successful, however, it should be pleasant for both the parent and the child, and both of them should be more competent as a result. The pleasant experience and the feeling of competence in both the parent and the child should have a positive effect on both the parent's and the child's self-concept and should motivate them to continue the activity.

A Word About Self-Concept

One of the primary objectives of the Parent/Child Toy-Lending Library program is to support development of a healthy self-concept of the child. A child can be said to have a healthy self-concept when:

1. He likes himself, his family and his people.
2. He believes what he thinks, says, and does makes a difference.
3. He believes he can be successful.
4. He believes he can solve a variety of problems.
5. He has a realistic estimate of his own abilities and limitations.
6. He expresses feelings of pleasure and enjoyment.

The objective of the Parent/Child program regarding the self-concept of the child can be attained through support of the role of parent as teacher throughout the course. The rationale follows:

1. If parents feel that they are competent in helping their child learn what they believe is important, this feeling of competence will have a positive effect on the child's

self-concept.

2. If the parents feel that they can influence the decisions that affect the education of their child, this feeling of importance will have a positive effect on the child's self-concept.

3. If the parents feel that their child is capable and can be successful, this feeling will have a positive influence on the child's self-concept.

4. If a child increases his competency as a result of a pleasant interaction with his parents, this increase will have a positive influence on his self-concept.

Since these four statements are well grounded in a large body of previous research, the inference that the course will aid in the development of children with healthy self-concepts is sound.

The course can be used to help parents: 1) feel more competent in helping their child learn; 2) feel that they can influence decisions which affect their child's education; 3) recognize their child's ability to learn and be successful; 4) become more aware that the individuality of their child is important and will affect the pace at which he learns; 5) recognize that the child's competency is increased as a result of their (the parents') interactions.

Criteria for Toys and Learning Activities

The toys and related activities were developed to help parents gain a better understanding of the principles of child development and to provide them with additional ways of interacting with their children. The toys and activities have been designed to help a child learn a cluster of important cognitive skills and concepts. Other toys, however, could be used to teach other skills or concepts; parents should be more concerned with the learning process itself than with the specific content.

For the toys and accompanying learning activities to be useful, the following conditions had to be met:

1. The content is clearly defined. The purpose of each learning activity or series of activities is so clearly stated that the parent can see what the child can do when he starts to play the game and what he has learned as a result of playing the game. The toys and episodes are related to each other for the same reason, so that the effect over time can be observed. The parent discovers that the activities involve certain skills or concepts or problem-solving processes that are related to each other. She also learns that the child must demonstrate certain skills or under-

stand certain concepts in order to play the game.

2. The content is relatively free of any cultural bias. Since such things as color, shape, size, relational concepts (i.e., over, under, and between) and mathematical concepts do not seem to have a cultural bias, they were selected for the content of the learning episodes.

3. The learning activities clearly illustrate the processes of interacting with the child that are recommended in the course.

   a. the child is allowed to explore the materials before a "set" is imposed on them;

   b. the child is free to stop playing when he wants to;

   c. the child is able to change the rules of the game;

   d. the child is encouraged to discover the answer to a question rather than having it told to him;

   e. the parent is encouraged to use positive instead of negative corrections;

   f. the parent helps the child by describing what he is doing;

   g. the parent responds to the child by letting him set the pace of the learning and by responding to the child's free explorations.

4. The toys and games are designed to interest the child.

In addition, the minimum criteria stated that the toys must be:

5. Age appropriate (for three- to four-year-old children).

6. Safe; non-toxic paint, no pieces small enough to swallow, no dangerous sharp points.

7. Durable; not easily broken, sturdy, can be dropped.

8. Concept-oriented; the materials or games have the capability of teaching at least one concept at more than one level.

The basic principles of the Parent/Child program are consistent with the philosophy of other Responsive Programs that have been developed within the Laboratory Division referred to as "Education

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For Young Children."* These principles have been incorporated into the games and guides which have been developed for use with the Toy Library.

Concept Orientation of the Toys

The toys, games, and other learning activities used in the Parent/Child Toy-Lending Library have been designed primarily with an orientation toward these concepts and skills:

1. Color Matching
2. Color Naming
3. Color Identification
4. Shape Matching
5. Shape Naming
6. Shape Identification
7. Letter Recognition
8. Numerical Concepts
9. Relational Concepts
10. Sensory Concepts
11. Problem Solving
12. Verbal Communication
13. Verbal Comprehension
14. Auditory Discrimination

Basic Toys and "Loaner" Toys

The toys needed for the program include eight basic toys, which are used during the eight-week parent course, and a set of eight "loaner" toys, which are for use subsequent to the course. Parents may borrow them from their local Toy-Lending Library as they would a book. However, the Library should also provide a variety of toys, juvenile books, games, children's records, and educational materials which parents may also borrow. Many communities have chosen to use toys which are made by local organizations, parents, or school groups in addition to commercial materials.

The set of the eight basic toys will be needed for the course leader and one set for each parent participating in the course. The toy that is used during a class is taken home and then returned the following week. Each week a new toy is used at home by the parent and her child. Because the toys are returned each week, the same toys may be used subsequently with new groups of parents.

The following pages offer brief descriptions of the various toys. (See Appendix A for drawings showing how to construct some of them.)

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* For example, see Inservice Teacher Training in the Use of the Responsive Program, Morristown, N.J.:General Learning Corp., 1971.

SOUND CANS

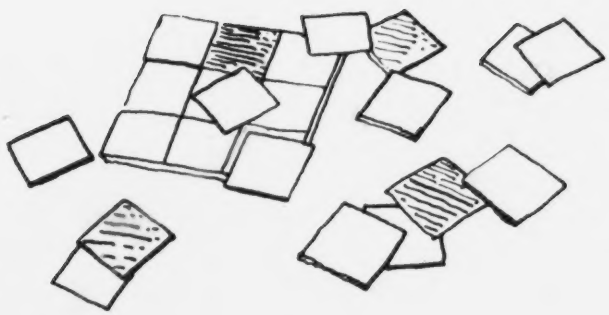
DESCRIPTION:

Two sets of small, covered metal film cans. Each set includes six cans, each with different objects or materials inside (for example, a bead or some water). Each can makes a different sound when it is shaken. One set of six cans (with red color on the lids) is for the parent; the other set of six (no color on lids) is for the child.

PURPOSE:

To teach the child to identify sounds that are the same or not the same.

COLOR LOTTO



DESCRIPTION:

Square wooden board divided into nine squares (each a different color), and two (2) sets of nine individual colored squares. One set of colored squares is for the parent, and the other set is for the child. The individual squares are the same size and colors as the squares on the lotto board.

PURPOSE:

1. To help a child learn to match a color from an example of that color.

2. To help the child learn the names of colors.

FEELY BAG

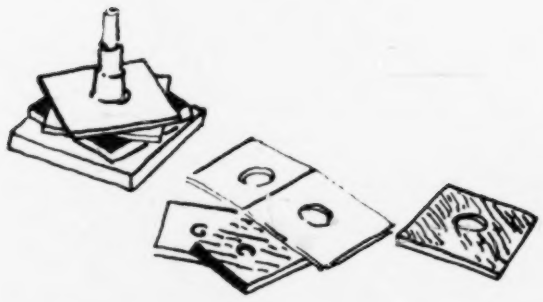
DESCRIPTION:

Small drawstring bag and two sets of cut-out shapes. Each set has these four shapes: a circle, a square, a triangle, and a rectangle.

PURPOSE:

1. To help the child recognize shapes by sight.
2. To help the child recognize shapes by feel.

STACKING SQUARES



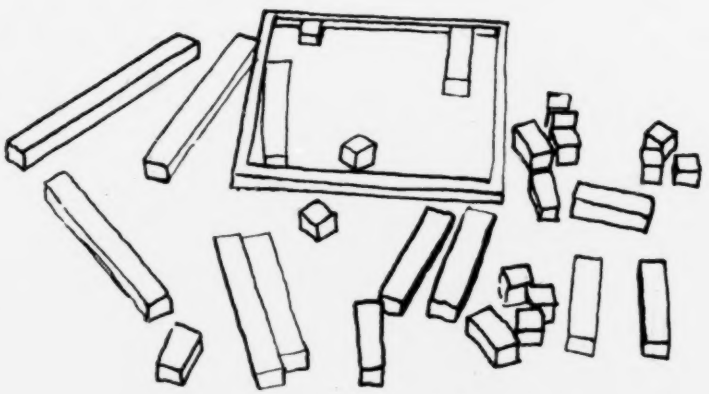
DESCRIPTION:

The Stacking Squares set includes 16 wooden squares that fit in order on a special wooden post. The post is made so that if the squares are not stacked in the right order, by size, not all the squares will fit. The four largest squares (one red, one blue, one yellow, and one green) go on the bottom; the four smallest squares (one of each color) go on the top. The center holes of the squares are cut so that the toy is self-correcting. There is one red, one blue, one yellow, and one green square in each of the four sizes.

PURPOSE:

1. To teach same size and not the same size.
2. To teach or strengthen the learning of same color and not the same color.
3. To teach or strengthen the learning of the names red, blue, green and yellow.
4. To help the child recognize a pattern in a group of objects (color or size) and eliminate those which do not belong in the group.
5. To help the child see patterns and extend them.

WOODEN TABLE BLOCKS



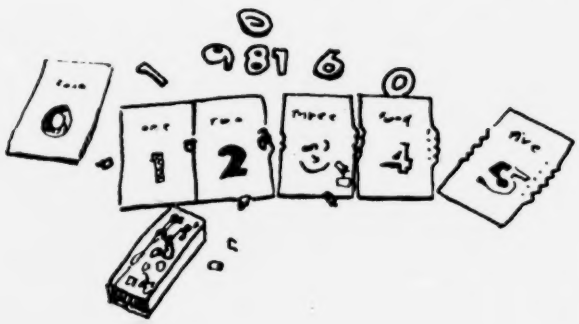
DESCRIPTION:

A box of Wooden Table Blocks, including ten sizes of blocks of units 1 to 10. The largest block is ten times as tall as the smallest. The other blocks are the units between one and ten.

PURPOSE:

1. To help the child learn size relationships...tallest and shortest.
2. To help the child learn size relationships...taller and shorter.
3. To help the child learn size relationships...the same size.
4. To help the child learn the idea of equal to by using ideas he already has used (taller, shorter).

NUMBER PUZZLE



DESCRIPTION:

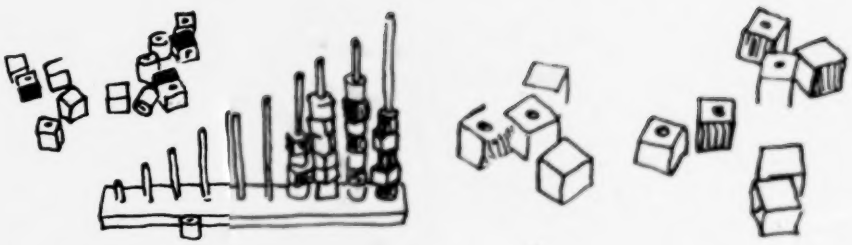
This toy is a ten-piece masonite puzzle, each piece of which represents a number from one to ten. On each piece are peg holes corresponding to the number it represents, and the appropriate numeral; each piece is a rectangle with one fewer notches on the left than the number it depicts and the same number of notches on the right as its number. The pieces fit together via the notches and are thus self-correcting--i.e., they can be put together only in the right order. Pegs are provided for the holes so that the child has a clue to the number represented.

PURPOSE:

1. To help the child learn to match numerals with the number quantities that they represent.

2. To teach the child to count in sequence.

COLOR BLOCKS
(BEAD-O-GRAPH)



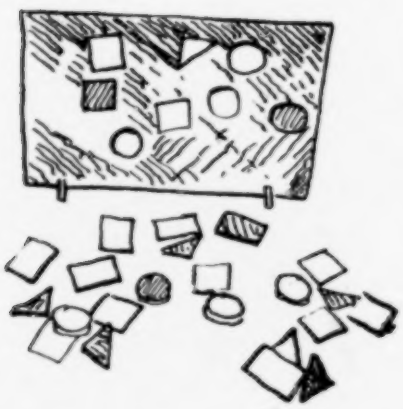
DESCRIPTION:

One (1) set of 16 Color Blocks, four each of four different colors.

PURPOSE:

1. To teach the child to learn words that tell where things are located.
2. To help the child see patterns and learn to extend them.
3. To help the child learn skills and to give him experience in extending a pattern.

FLANNEL BOARD



DESCRIPTION:

This toy consists of a flannel board and 36 small felt shapes. The shapes are circles, squares, and triangles; of each shape there are two sizes and of each size there are three colors--red, yellow, and blue. Thus, there are eighteen different combinations of size, color, and shape, and two shapes in each combination.

PURPOSE:

1. To help the child learn same and not the same in regard to shape.

2. To help the child learn same and not the same in regard to size.

3. To help the child learn which colors are the same and which are not the same.

The Eight "Loaner" Toys

The "loaner" toys are the second series of toys which are offered for use in the Toy Library after the course has been completed. These toys become a part of the lending library which may be used by parents who feel that extending concepts or adding to those provided by the basic toys will be desirable for their children.

At this point parents should be able to use the ideas learned in the course and to generalize from them. Therefore, they can begin to use other common toys or objects (nesting refrigerator boxes, salt and pepper shakers, pots and pans, nuts and bolts, etc.) found in their own homes. With these items, learning games of all sorts can be invented.

From time individual toys in the "loaner" set will very likely be changed by the Laboratory as further field-test evidence is collected and analyzed. Since the toys and games are used simply as a means of helping parents to provide educational experiences for their children, no specific toy is critical for the learning of skills and concepts. Therefore, when you get ready to order (or construct) additional toys for your own Toy Library, don't be surprised if you discover that a different assortment will do the job as well as, or better than, those shown on the following pages.

ALPHABET BOARD

DESCRIPTION:

This toy consists of a flannel board, on which the letters of the alphabet are printed, and a set of capital letters, which can be matched to the outlines on the board.

PURPOSE:

1. To help the child learn the shapes of letters, by matching letters to outlines.

BEGINNING MATRIX GAME

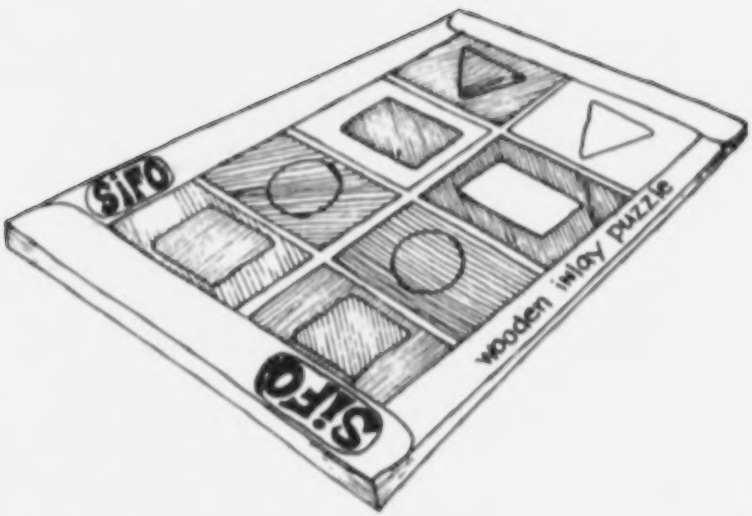
DESCRIPTION:

This game is played with the Matrix Games Board (on the back of the Hundred Peg Board) and nine of the Property Blocks: a red, a yellow, and a blue triangle, circle, and square. The matrix is divid-divided into nine squares, on which the blocks are placed in rows according to color and shape.

PURPOSE:

To encourage the child to guess answers to problems and to use information he gains to make better guesses.

COORDINATION BOARD



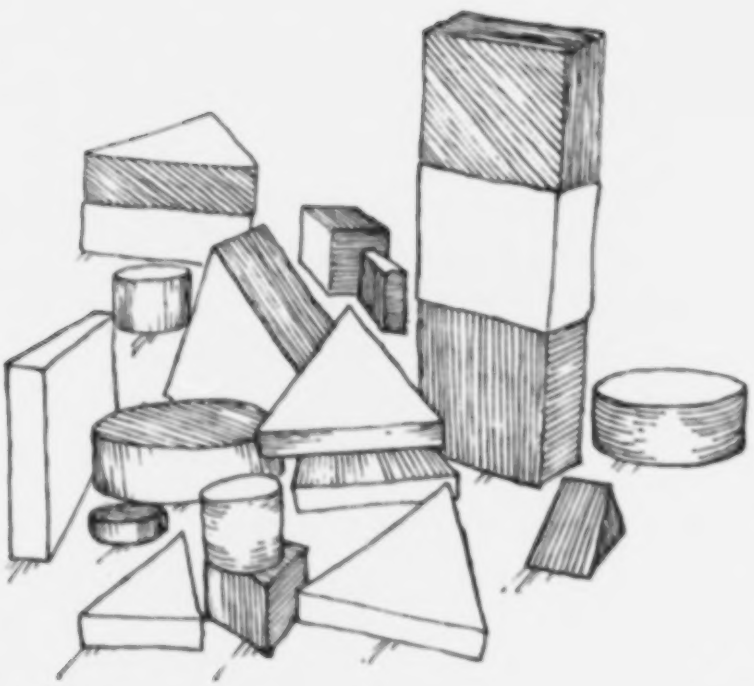
DESCRIPTION:

This toy consists of a board and eight cutout shapes: two squares, two circles, two rectangles, and two triangles. The shapes fit into matching spaces on the board.

PURPOSE:

To help the child identify shapes.

PROPERTY BLOCKS



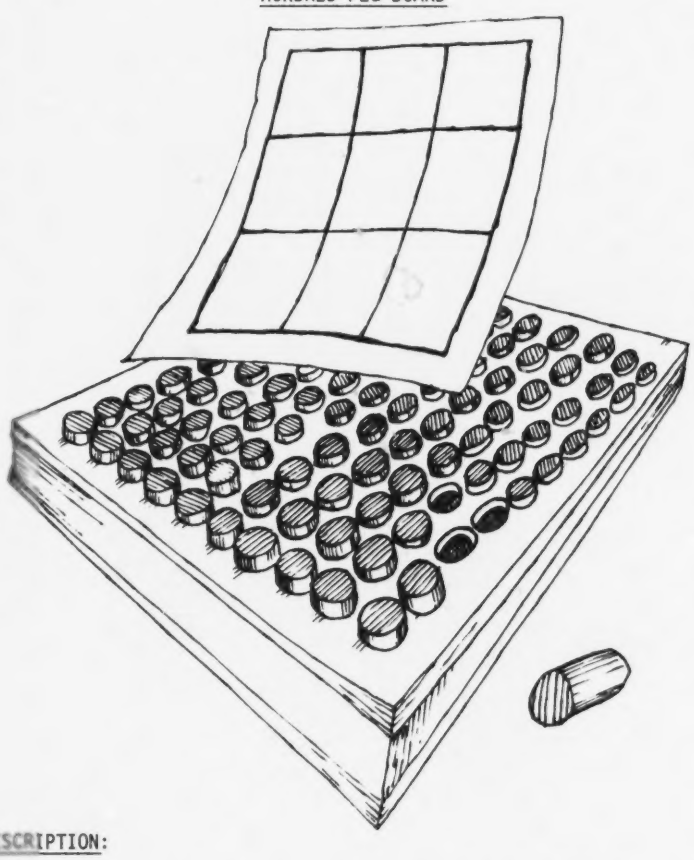
DESCRIPTION:

This toy consists of 60 blocks of different colors, shapes, sizes and thicknesses. The blocks are used for matching, and classifying according to the various properties of the blocks.

PURPOSE:

To encourage the use of memory and logic in solving problems.

HUNDRED PEG BOARD



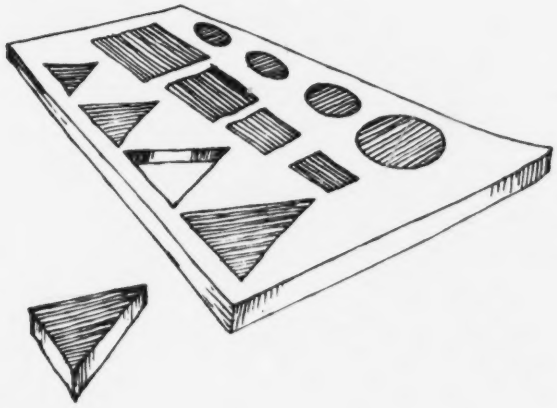
DESCRIPTION:

This toy consists of a square board containing 100 holes drilled in 10 straight rows, and 100 pegs which fit in the holes. The pegs, which come in four different colors, are used for sorting, making patterns, and illustrating number relationships.

PURPOSE:

To help the child see patterns without being told how to make them.

INSET SHAPES BOARD



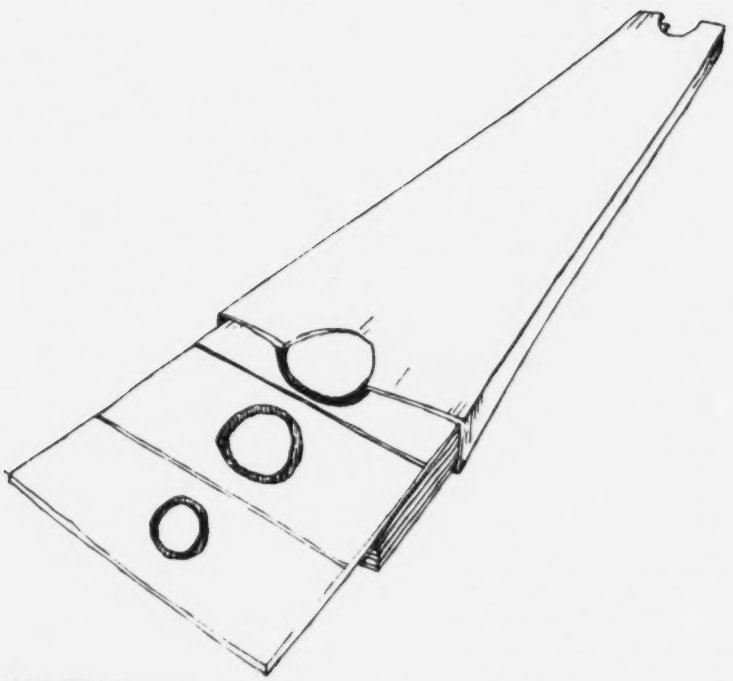
DESCRIPTION:

This toy consists of a board and 12 matching pieces of different shapes, colors, and sizes.

PURPOSE:

To give the child practice in noticing small differences in shape and size.

PATTERN BOX



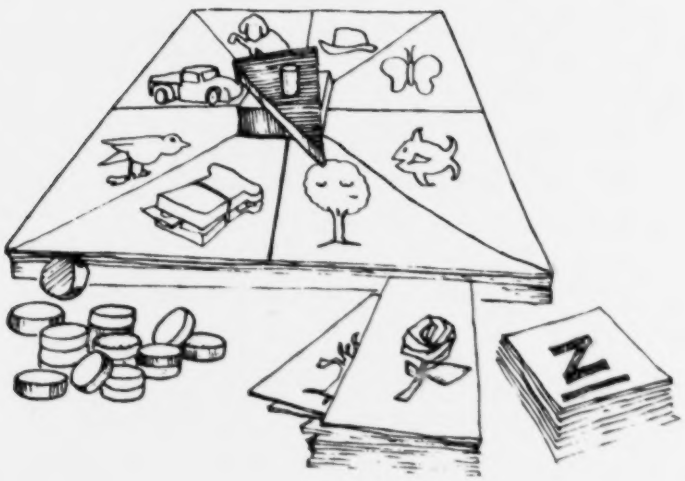
DESCRIPTION:

This toy consists of a long rectangular box and three sets of pattern cards. Each side of a pattern card is printed with a series of pictures or designs arranged in a pattern, which can be seen bit by bit as one card is gradually pulled out of the box, one frame at a time. The child attempts to predict what will come next in the pattern. (One set of pattern cards has been left blank so that the user can create his own patterns.)

PURPOSE:

To help the child learn to solve problems.

SPINNER BOARD



DESCRIPTION:

This toy consists of a board with a removable pointer which can be spun, and three different overlay cards, which depict numbers, letters, and categories of objects. The toy is used in recognition games, in which the child is asked to identify the number (or letter or category) at which the pointer has stopped.

PURPOSE:

To help the child practice number and letter recognition.

What Claims Can Be Made About This Product?

Strictly interpreted, any statement that goes beyond a careful summary of what has been reported is generalizing beyond available data.* That's because it has not been possible to approach a random sample of any clearly defined population of potential users who could be used to make generalizations about the effectiveness of the program. The Laboratory accepts the responsibility, however, of making reasonable statements of what the developers believe can be said about the product.

We can make the following statements with considerable confidence.

1. With one week of training and the materials that have been developed, at least 80% of the potential teacher-librarians will be able to teach the course and operate the library. The degree of success will depend upon each person's experience and her ability to work with the parents who will be taking the course.

2. When the course is conducted as outlined by a teacher-librarian who has been successfully trained, most (75% or more) of the parents who start the course will complete it.

3. The parents who complete the course will feel that:

   a. they have learned a new way to help their children learn some skills and concepts that the parents think are important;

   b. they have a better understanding of what their children are capable of learning and doing. In most instances, this belief will result in the parents' feeling that their children are capable and can be successful.

4. The child will learn some useful skills and concepts and will learn how to solve some problems involving these skills and concepts.

5. Provided that parents continue to help their children in the manner they have learned from the course, the course will have a positive effect on the child's intellectual development and self-concept.

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* See Appendix C.

THE "NUTS AND BOLTS" OF TRAINING

The Course

The program consists of a course divided into eight (8) two-hour sessions, usually meeting once a week,for parents of three- and four-year-old children. Each week there is a discussion of some topic of interest to parents of young children; for example, during one session the discussion may be centered around methods of discipline for pre-school children. See Librarian Manual for additional suggested topics.

A new toy is introduced at each meeting to focus on a particular skill or concept using specific concept-formation and problem-solving techniques.

The use of such methods as role playing, demonstrations, filmstrips, and films helps parents discover new ways to involve their children in learning experiences which will help the child make discoveries and solve problems. The course may be repeated as many times as necessary during the year, and in some cases more than one course has been operated at the same time on different days or at different times. This scheduling enables the program to serve many more parents and children during a year than would be possible with a more conventional pre-school program.

The Class

A set of guides*, similar in some ways to school lesson plans, have been developed for each of the eight course meetings. Information which will help the course leader to organize and plan "class" time has been outlined for each session. The guides also help the librarian to determine which toys, films, filmstrips, and discussion guides and materials she will need for each class.

Each class will run about 1 1/2 to 2 hours. When parents are contacted before the course, they are asked what times and days would be most convenient for them to attend such a course. Setting up the course at a time which is most convenient for parents assures greater attendance and maximum benefit from the course.

Role of Parents in the Program

During the course, the parents are asked to:

1. Practice a specific behavior which is related to the emotional, physical, or intellectual growth of the young child

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* These class guides have been included in the Librarian Manual (General Learning Corp.).

(e.g., using positive redirection rather than negative discipline).

2. Observe demonstrations of toys and games which help the child learn a specific skill or concept.

3. Practice the use of the toys and games by role-playing (parent and child) with other adults in the course.

4. Take a toy home each week and play one or more games with their child.

5. Discuss with parents in the course, and with the course leader, topics of interest related to the education of their children.

The Toys for Each Class

The outline for each session tells:

1) Which toy will be used that week.

2) How to introduce the toy.

3) Why the toy is important and what the child will learn.

4) How to play the games which have been developed to teach the specific concepts.

Information is also provided regarding the use of training materials and activities for each game (filmstrips, cassettes, parent guides, role-playing, and demonstration).

The Printed Handbooks*

Librarian Manual - 64-page guide divided into two sections: "How to Operate a Parent/Child Training Course" and "How to Operate a Toy Library."

Parent Guide #1 - a 40-page introductory handbook entitled "How to Play Learning Games with a Preschool Child" (covers 8 basic toys).

Parent Guide #2 - a 36-page supplementary manual entitled "Learning Games to Play with a Preschool Child" (covers 8 "loaner" toys).

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* Available from General Learning Corporation, Morristown, N.J.

The Audiovisual Training Materials*

16mm color film-- "Learning and Growing and Learning" (20 minutes).

35mm color filmstrips - eight training filmstrips showing how to play approximately 20 games with the eight basic toys.

Cassette tapes - eight audiotapes to accompany the filmstrips for parent training sessions. (Spanish and Chinese audiotapes are also available.)

How to Establish a Parent/Child Toy-Lending Library Program

After reviewing all background information on the Parent/Child Toy-Lending Library, your community may decide to establish a Toy Library program. The following procedures will be helpful in initiating a program.

1. The community agency or organization should contact:

   Dr. Betty H. Tuck
   Utilization Division
   Far West Laboratory for Educational
   Research and Development
   Hotel Claremont**
   1 Garden Circle
   Berkeley, California 94705

2. Select a meeting place for the course....the course should meet in the same place every week. A room may be found in a:

   School Building
   Church
   Library
   Hospital
   Vacant Store
   Community Center
   Day-Care Center
   Bank Building

3. Selecting a course leader....the course leader should be someone who is really a part of the community. The parents of the community will probably want to learn from someone who lives in that same community. They are likely to be

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* Available from General Learning Corporation, Morristown, N.J.
** After Dec. 1, 1972, use new address:
1855 Folsom St., San Francisco, Calif. 94103

more comfortable with someone who is not felt to be an "outsider." The amount of money the course leader earns should not be very different from the amount earned by the parents who take the course.

4. Encouraging parents to take the course....If the course leader lives in the community, it probably won't be difficult to find interested parents who are willing to attend the eight training meetings. Names of parents with young children can be collected by talking to the office workers at the local elementary and high schools or at local business firms. The local librarian may have some names to suggest. If other community programs are already going on, the aides or parent coordinators may have some good ideas. But, because the schools already have to count ahead of time all the children who will be coming into their kindergartens, the school office is the best place to get the fullest list of names of parents who have pre-school children.

For further information on recruitment, child-care, and adult-education credits, see pages 34 and 35 of the Librarian Manual.

5. Purchasing the basic materials...
The following materials are needed as a minimum to get the program started:

QUANTITY	ITEM	UNIT PRICE
1	One each of 8 basic toys	$62.00
1	One each of 8 color filmstrips with audio cassettes	100.00
1	Librarian Manual	1.50
1	Parent Guide #1	1.00
1	Parent Guide #2	1.00
1	16mm color film ("Learning & Growing & Learning")	150.00*

The quantity of toys and of parent handbooks depends upon the number of parents to be served in the local program. A set of "loaner" toys ($50) should probably also be purchased at the very beginning.

The materials can be obtained from:

General Learning Corporation
250 James Street
Morristown, New Jersey 07960

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* This film is also available, on free loan, from Modern Talking Picture Service, Suite 4, 200 L St., N.W., Washington, D.C. 20036, or from any of its local offices. See your telephone directory.

6. Obtaining consultant training for the Toy Librarian....to train one or more Course-Leader/Librarians who, in turn, will train the parents, the community may need the services of a consultant. To secure consultant services*, your community agency or organization should first contact the Utilization Division of the Far West Laboratory, or the early-childhood specialist at the regional office of the Office of Child Development.

Course-Leader/Librarian Training

The major objectives of training for Course-Leader/Librarians are:

1. To provide a general overview of the key features of the Responsive Program.

2. To provide the Course-Leader/Librarian with information which will help her effectively use the training materials.

3. To provide the Course-Leader/Librarian with a conceptual base for relating self-image to learning.

4. To familiarize the Course-Leader/Librarian with the use of the toys and games with respect to:

    A. Concepts

    B. Techniques

    C. Materials

5. To help the Course-Leader/Librarian develop the skill of recognizing, generating, and transmitting the concept of learning activities.

6. To provide specific administrative information necessary for the effective operation of a Parent/Child Toy-Lending Library with regard to:

    A. Parent participation.

    B. Organization of support materials, information, and program progress.

    C. Audiovisual materials, equipment, and support re-

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* A consultant can train one or more course-leader/librarians at one time.

sources for the local Parent/Child program.

D. Analysis of and response to community specific needs and considerations.

E. Understanding the general operational management of the program.

The following outline describes a typical training program for teacher-librarians conducted by consultants:

1st Session

Demonstration of a Toy Library arrangement.
Color slides of the Responsive Program (overview) and of the Toy Library.
Presentation of the course outline and written materials.
Discussion of the course and materials.
Film: "Learning and Growing and Learning."
Use of films and discussion techniques in the course.
(Assignment) Read Librarian Manual, pp. 1-4; 31-36.

2nd Session

Discuss objectives of the Parent/Child program and previous reading assignments.
Presentation on Self-Image as related to:
1. Parent discipline.
2. Use of specific language.
3. How to build self-image.
Role of parent in the child's education.
Film: "Mississippi and Head Start."
Demonstration and participation.
1. Sound Cans - first and second levels.
2. Color Lotto.
3. Feely Bag.
Videotapes of parent/child interaction with a toy.
Use of a checklist for evaluation.
(Assignment) Review Parent Guide #1, p. 1, pp. 33-35.

3rd Session

Demonstration and participation.
4. Stacking Squares - first and second level.
5. Wooden Table Blocks.
6. Number Puzzle.
Review of first three toys.
Discussion of criteria for selecting toys for teaching similar concepts.
Selection of a toy and development of two learning activities

for use with it.
(Assignment) Read Parent Guide #2.

4th Session

Participants present the toy and learning activities they have created for group discussion.
Review (if time) of 4th, 5th, and 6th toys.
(Assignment) Review filmstrip use.

5th Session

Demonstration and participation with the remaining two toys from the basic set of eight.

FINDING FUNDS FOR A NEW TOY LIBRARY

It's always hard work to find money for a new project. But the Parent/Child Toy-Lending Library seems to be one program for young children that is very flexible. Therefore, it should be fairly easy for any group to find some funding source that will give them help. In this section of the handbook, you will find a number of ideas and suggestions on how to tackle the funding problem. Just keep on hunting - and keep on asking questions - until you find a funding agency that best fits your needs. (Categorical aid, day care programs, training programs, and funds for specific projects have been intermixed in the suggestions outlined here.)

Remember especially that the Toy Library program is NOT expensive, even with purchase of all the toys. The amount of funds you need will depend on how many toys you buy and on whether or not you pay a salary to the course-leader/librarian. If you have most of your toys made locally (by a senior citizens group, or in a state institution, or by a high-school shop class, or by a group of parents),* you will need only one set of toys at the beginning as construction models. (See Appendix A for drawings that show how to make some of the toys.) If the course-leader/librarian is already on the payroll of a public or private non-profit agency, only a modest additional sum may need to be added to his or her salary to cover these new responsibilities.

How to Begin Hunting for Funds

You must first decide which source** is most likely to be able to supply funds for your group. If you plan to work with the public schools in your area, Title I of the Elementary and Secondary Education Act (ESEA) is probably your best bet. The person who administers Title I, ESEA, funds (for compensatory education) is usually located in the administrative offices of the local school district. However, you must persuade all the local decision-makers: the school principal, the school's parent advisory group, and those who handle the school budget. Title II (school library resources) and Title III

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* The Provo, Utah, School District is an outstanding example of local ingenuity. Parents (whose children qualify for Head Start) make their own toys. The fathers enroll in a woodworking class and the mothers in a sewing class. The district pays for all materials. Forty sets of toys are made, with the 20 families each receiving one complete set to keep. The district then has 20 sets to loan. Two parent courses then are operated - one for parents who made (and now own) toys and one for parents who will borrow toys.

** If Welfare Reform legislation is enacted by Congress, the comprehensive services authorized will probably include an educational component.

(innovative projects) of ESEA are other possibilities, as well as Title VII (bilingual education) if the parents do not speak English. Though most Title I, ESEA, funds in your school district are probably already committed to various projects for the current school year, the sums you are likely to be seeking will be modest and you might be able to arrange for some to cover your needs now. Sometimes some funds might be available for transfer. Or you can ask that your project be considered for the next school year. These funds are intended for use with educationally deprived children, and preschool activities would fit within the guidelines. If you run into difficulties at the local school district offices, you might want to write or phone the division of compensatory education in your state educational agency. You might also check to see if your state allows state school-attendance funds (ADA) to be allocated for the education of four-year-old children.*

Another potential source for funding is the local or state public welfare service, especially Title IV-A of the Social Security Act, administered nationally by the Community Services Administration, Social and Rehabilitation Service, Department of Health, Education and Welfare (DHEW). These monies, intended for low-income families who qualify for Aid to Families with Dependent Children (AFDC), can be used for care of children in a home, for family day-care, for group care, for day-care centers, and for out-of-home care. (Minor remodeling of a facility is also possible under this legislation.) If you decide to work along these lines, you would add on, or blend in, the educational Toy Library program to the home-care or day-care project that is being planned for funding under Title IV-A.

Furthermore, educational day-care services by state and local welfare agencies (if state licensed) that serve low-income families, the mentally retarded, and the physically handicapped would qualify for funding under Title IV-B of the same act. The same legislation provides funds for the Work Incentive Program (WIN), again a part of the AFDC program. These funds--to cover a "blend-in" educational component--can be obtained (under a formula whereby the federal government pays 90% of the costs of this work and training program) through the local office of the state employment service, or by contacting the regional office of the DHEW. (See page 44 for list of DHEW regional offices, with addresses.)

Putting Funds Together

Community Coordinated Child Care (4C) is an attempt to bring together all resources in one area. This effort can gain you technical assistance, when you launch your project, from the regional

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* Since parents are trained as a group, it may be possible to obtain ADA for adult education.

office of the Office of Child Development, DHEW. No money is available, but the community organization concept should help you involve parents with both the public and private sectors. 4C's aims to look at all available funding sources and to rearrange the monies that can be allocated for maximum local impact. So if you get 4C's interested in the Parent/Child Toy-Lending Library program, you may find ways of sharing training, facilities, and other resources, with all participating agencies sharing the costs as well. (See, in particular, the suggestions for working with senior citizens, youth groups, etc., as outlined in later sections.)

How the Migrant Situation Differs

According to an Education Commission of the States summary, there are many federal programs that could provide funds for "add-on" or "blend-in" early childhood educational services to migrant children.

> Sources of federal funds which might be utilized include: Title IV-A of the Social Security Act; Head Start; Title I of the Elementary and Secondary Education Act as amended to include the children of migratory farm workers; work-study programs; the Federal Property and Administrative Services Act which makes surplus federal properties available; Title III-B of the Economic Opportunity Act of 1964 which makes grants for programs for farmworkers including day care and Title II (22A-6) of the same act which makes funds available for food-stuffs and medical services; the Rural Manpower Service Program, which assists migrants to settle out, and the Public Service Careers Program of the Department of Labor; meals and milk available through the Department of Agriculture; and limited staffing assistance through the VISTA program.

In the past, some available federal funds for migrant youngsters have reportedly been underutilized. If your state has a single central coordinating agency that knows about the various types of funding for migrant education, you can begin your search for Toy Library support there. In addition to Title I, ESEA (Migratory Children), and Title IV-A of the Social Security Act, check on all other federal or state programs for migrants and for preschool children. These might even include the Migrant and Seasonal Farm Works Assistance (Community Action Program, Office of Economic Opportunity) and the Public Health Service (Migrant Health).

Head Start and Follow Through

Head Start programs are funded and administered by the Office of Child Development, DHEW. Follow Through programs, on the other hand, operate under the guidance of the U.S. Office of Education. If you can identify a current program of this type in your vicinity, the Toy

Library project should be relatively easy to install as a parent-involvement component of that ongoing activity. Contact the state education agency to locate programs of this type in your area. The newest idea in Head Start, which has been labeled Home Start, is a new home-based experiment that should prove to be an ideal medium for the Parent/Child Toy-Lending Library.

In programs of this kind, the local group sets its own priorities and establishes a budget item to cover a projected Toy Library. Any training or consulting service that might be needed to launch a Toy Library could be covered, and would need to be approved, by the Head Start/Community Action Program. Regular local purchasing procedures would be used; no special federal forms are required. Since the Toy Library is clearly a parent-organized and parent-operated activity, there should be little difficulty in obtaining local approval from a parent council.

Funds for Toy Library Training*

Child Welfare Training and Demonstration Projects (Title IV-B of the Social Security Act, under the Office of Child Development) funds short-term training activities for personnel to work in the child welfare field. Equipment (like the components of the Toy Library), supplies, salaries, and rent can be reimbursed for public and other non-profit institutions of higher learning and for public or non-profit agencies engaged in child welfare activities. Contact the nearest department of social work (local, county, state) or the regional office of DHEW.

Aides in day-care centers could be enrolled in Work-Study Programs funded under Title IV-C of the Higher Education Act. Check with your nearest community college or junior college, or with the regional office of DHEW. College credit can be arranged.

The Office of Juvenile Delinquency and Youth Development, Social and Rehabilitation Service, DHEW, is a potential source of training under Juvenile Delinquency Prevention and Control (Titles I-C, II, and III). State, local, public, or private non-profit agencies or organizations should qualify if they are providing day-care services for children and mothers as part of larger programs. Here is a way of training youth for work in day care and, more importantly, of employing non-professional personnel in day-care facilities. The regional office of DHEW can probably help you get started.

Vocational Education Innovation (Home Economics) is provided by the Vocational Education Act (Titles I-A & I-C), administered by the

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* Librarian and parent training could be piggybacked into the overall training effort.

U.S. Office of Education. Begin with the local school district office or the state director of vocational education. The Toy Library is likely to improve the home environment, if installed in economically depressed areas with a high rate of unemployment. Here's a way to train aides and assistants to staff a Toy Library program by training people in basic homemaking and in child care through the use of very limited amounts of money.

More Ideas for Training Funds

The Manpower Development and Training Act (MDTA), Title II, of the U.S. Department of Labor provides opportunities for training unemployed or underemployed parents. Contact the state employment service or the regional office of DHEW. The Department of Labor also administers the Concentrated Employment Program (Title I-B, Economic Opportunity Act, and Title II, MDTA) to assist the jobless and the poor in developing skills, Title I-D, EOA, offers a special impact program called New Careers for unemployed adults and Operation Mainstream (Title II) serves chronically unemployed poor adults in small towns and rural areas. The U.S. Training and Employment Service in your locality is the place to begin making inquiries.

Once a Toy Library program has been established (perhaps as part of a day-care operation), On-the-Job Training should be investigated at the local state employment office. Federal funds can be allocated to labor organizations, employers, trade associations, and public and private agencies -- any of which might be a suitable sponsor for a Parent/Child Toy-Lending Library.

Through the Neighborhood Youth Corps (U.S. Department of Labor) a community action agency might enroll 14- to 21-year-olds to operate or assist with Toy Library programs.

Enlisting Adults and Grandparents

Low-income adults who are 60 or older* might well be enlisted to work with preschoolers via the Foster Grandparents Programs operated by the Administration on Aging, Social and Rehabilitation Service, DHEW. Or the state director of adult basic education might find the Toy Library suitable as one aspect of training personnel to work with young children. The Cooperative Extension Service of the U.S. Department of Agriculture might adapt the Toy Library into Extension Programs for Improved Family Living. Education, training, and other manpower development services are coordinated through county extension offices. Contact the state extension service director at a land-grant university. Also, the nearest Veterans' Administration office can help if the Toy Library should happen to fit within War Orphans' and

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* Box Elder County (Bingham City, Utah) arranged to have retired people make many toys in Community School classes.

Widows' Educational Assistance.

Funds for Native Americans

Indian Child Welfare Assistance comes under the Office of Community Services, Bureau of Indian Affairs (BIA), U.S. Department of the Interior. The local BIA agency's Division of Social Services attends to the needs of dependent, neglected, or handicapped Native American children living on reservations or on tribal lands. Foster-home care, institutional care, and other special needs could well encompass the Parent/Child Toy-Lending Library program, again as a "blend-in" or "add-on" component. Native American preschool children would qualify for funds under Head Start and other federal educational programs.

Funds for the Handicapped

The Parent/Child Toy-Lending Library is being tested further for adaptation to the special needs of the handicapped.* If the state education agency approves its use, the Toy Library program will fit well into Handicapped Preschool Programs under Title VI-B, ESEA. Parents of mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, and other health impaired youngsters need educational activities to use with their children at home. So do schools and institutions which work with these youngsters. Funding would come from the Preschool Programs Section, Bureau of Education for the Handicapped, U.S. Office of Education.

Another avenue of funding to explore would be Developmental Disabilities Services which makes formula grants to states, each of which designates its own state agency for administration of the funds. Investigate the state department of public health, the bureau of mental retardation, and every other agency until you track down these specific funds -- if your Toy Library will serve the youngsters who are mentally retarded or neurologically handicapped. If you can't locate the source of funding in your state, write to: Miss Doris Harr, Chief, Program Planning, Division of Developmental Disabilities, Room 3422, DHEW South, 330 C Street, Washington, D.C. 20201.

Facilities and Supplies

Multipurpose neighborhood centers to provide social and community services for low-income groups can be obtained by non-profit organizations that are controlled by a local public agency (or by an Indian tribe). Ask about the possibility of a Neighborhood Facilities Grant (Title VII of the Housing and Urban Development Act) at

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* Also, if you check with the appropriate state agency, you may be able to arrange to have toys made in institutions for the blind.

the regional HUD office. The Small Business Administration's Office of Business Loans might grant a rehabilitation loan under the authority of the Renewal Assistance Administration; it might enable a local group to rehabilitate a piece of non-residential property so as to meet building code requirements. Inquire at the HUD regional office.

Once your organization has established its eligibility with the Property Management and Disposal Service, General Services Administration, you can obtain for educational purposes such items as vehicles, office machines, hardware, tools, etc., under GSA's Donation of Federal Surplus Personal Property authority. GSA also disposes of Federal Surplus Real Property.

School districts also sometimes give away furniture, books, and other items that are no longer needed. A visit to the local school district's administration building should enable you to learn when such materials might become available.

Getting Private Funds

Charitable foundations often can be persuaded to allocate funds to a local non-profit organization for worthwhile educational purposes--such as the Parent/Child Toy-Lending Library program. A visit to your local public library will give you a chance to look through one of the following reference books:

FEDERAL PROGRAMS FOR YOUNG CHILDREN, Child Development Staff, Appalachian Regional Commission, 1666 Connecticut Ave. NW, Washington, D.C. 20235.

THE FOUNDATION DIRECTORY, Russell Sage Foundation, 230 Park Ave., New York City 10017.

FEDERAL FUNDING FOR DAY CARE PROJECTS, Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210.

NEW CAREERS FUNDING GUIDE, New Careers Development Center, New York University, 184 Fifth Ave., N.Y.C. 10010.

CATALOG OF FEDERAL DOMESTIC ASSISTANCE, U.S. Office of Economic Opportunity, Government Printing Office, Washington, D.C. 20402

GUIDE TO GRANTS, LOANS, & OTHER TYPES OF GOVERNMENT ASSISTANCE, Public Affairs Press, 419 New Jersey Ave., SE, Washington, D.C. 20003.

TAFT INFORMATION SYSTEM, Taft Products, Inc., 1000 Vermont Ave., NW, Washington, D.C. 20005.

Some foundations give money only for specific purposes. Others

make donations only to agencies or groups that come within certain geographic boundaries. Foundations that focus on serving your community are, quite obviously, by far your best bet. Once you've narrowed your choice to the foundations that seem to offer you the best chance of success, write a letter to a few of them and explain how the Toy Library will meet your community's needs. Tell them how much you think you'll need -- $500, $1,000, $2,000 -- and why.

In a publication of the Appalachian Regional Commission ("Federal Programs for Young Children") you can find such national foundations as the following:

ACF Foundation 750 Third Ave. New York 10017	(church groups should apply)
Marion R. Ascoli Fund 100 Park Ave. New York 10017	(public and private nonprofit agencies, churches, nonprofit civic groups)
Association for Aid of Crippled Children 345 East 46 Street New York 10017	(day-care centers, handicapped, Native American, preschool education)
Nathan Hofheimer Foundation, Inc. 101 Park Ave. New York 10017	(services, training facilities, equipment)
Joseph P. Kennedy Jr. Foundation 719 13th St. NW - Suite 510 Washington, D.C.	(preschool, mentally retarded)
Michael Tuch Foundation, Inc. 405 Lexington Ave. New York 10017	(services, facilities, day-care centers, Native American, handicapped, preschool, training, parent education)
U S Steel Foundation 71 Broadway New York 10006	(tax-exempt organizations only--services, training, teacher and staff training)

Remember that none of these "national" foundations is as likely to be concerned about your needs as a "local" foundation would be. And if you have most of your toys made locally, you'll be asking only for funds needed to buy printed handbooks and audiovisual materials--plus the course-leader/librarian's salary.

More Sources of Possible Funds

Try to enlist the help of the children's services division of

your public library system or the "friends of the library" group. Talk to each of the churches in your area. Try the local or state Parent-Teacher Association (PTA). Ask each of the service clubs (Rotary, Kiwanis, Lions, etc.). In some areas the local chapter of the Association of the Junior Leagues might be helpful. National professional organizations, such as the American Association of University Women (AAUW), or alumni groups could be approached. Veterans organizations like the American Legion or the Veterans of Foreign Wars are also possibilities. The local chapter of the American Red Cross might be helpful, too.

Banks often have meeting rooms that can be used by arrangement. Local industry should be interested in community needs. Labor unions ought to be suitable sponsors for Toy Library programs, because they have a special interest in successful day-care operations. And be sure to check the education committee of your local Chamber of Commerce.

Help from Other Sources

To get toys made locally for your Toy Library, you should scout around for any group that likes to use tools or has spare time. Senior citizens, Junior Achievement organizations, and Scout troops often take on projects like making simple toys, games, and puzzles. Prisons and other state institutions usually have shop facilities. So do high schools. Firemen in some areas enjoy repairing toys during their spare time. Thrift shops and the outlets of Goodwill Industries may have old but still useful educational toys that you could obtain to enrich your Toy Library operation. Toy manufacturers in a nearby city may have surplus educational toys that might be donated or obtained at very low prices.

High school home-economics classes could be a source of help, too. Girls enrolled in such classes could gain valuable work experience by volunteering to help in a Toy Library program and might even get school credit for their experience.

Becoming a Non-Profit Organization

If a group of parents wants to begin operating a Toy Library program but is unable to merge this new activity into an already-operating child-care program in the community, it may be necessary to incorporate the group as a non-profit association. This requirement should be checked with someone at the neighborhood legal services office. Here are the Articles of Incorporation for a typical licensed day-care operators association, just in case such formalities must be followed in starting your Toy Library:*

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* Forms may be obtained from the State Department of Public Welfare's Bureau of Licensing--Child Care Centers or Preschool Programs.

ARTICLES OF INCORPORATION

OF

Licensed ..... Association -- ..... Area, Inc.

I

The name of this Corporation shall Be Licensed .... Association ..... Area, Inc.

II

The purposes for which this Corporation is formed are:

(a) The specific and primary purposes are to develop an organization composed of interested Licensed ..... Operators, and to promote the best ..... services possible for the community, and to support the welfare of the membership.

County Clerks
No. _____

ENDORSED
FILED
in the office of the Secretary of State
of the State of .....
AUG 19
_____ Secretary of State
By _____
Deputy

(ENDORSED)
FILED
_____, County Clerk
_____
Deputy

(b) The general purposes and powers are to do all things necessary or expedient for the administration of the affairs and attainment of the purposes of the corporation. Notwithstanding any statement of purposes and powers, this corporation shall not engage in any activities prohibited by Section 501 (c) (6) of the U.S. Internal Revenue Code.

III

This Corporation is organized pursuant to the General Nonprofit Corporation Law of the State of .....

IV

The County in this State where the principal office for the transaction of the business of this corporation is located in ..... County.

V

The names and addresses of the persons who are to act in the capacity of directors until the selection of their successors are:

NAME ADDRESS

1. _____

2. _____

3. _____

VI

The authorized number and qualifications of members of the Corporation, the different classes of membership, if any, the property, voting and other rights and privileges of members and their liability to dues and assessments and the method of collection thereof, shall be as set forth in the By Laws.

The name of the unincorporated association which is being incorporated is Licensed ..... Association, ... Area.

IN WITNESS WHEREOF, the undersigned, being the president and the secretary, respectively, of

LICENSED ..... ASSOCIATION

the said unincorporated association have executed these Articles of Incorporation this ___ day of _____, 19 __.

_____
President

_____
Vice President

_____
Secretary

STATE OF _____)
COUNTY OF _____)

On the ___ day of _____, 19__ the persons named above, _____, _____, and _____, appeared before me. They are known to me to be the persons whose names are subscribed to the within Articles of Incorporation, and they acknowledged to me that they had executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal on the day and year above written.

_____
NOTARY PUBLIC -
PRINCIPAL OFFICE IN
_____ County

_____
Notary Public
My Commission Expires_____

AFFIDAVIT

STATE OF _____)
COUNTY OF _____)

The undersigned,
being first duly sworn, each for himself, deposes and says:
That _____ is the President, _____ is the V.P.,
and _____ is the Secretary of

LICENSED ..... ASSOCIATION

the unincorporated association mentioned in the foregoing Articles of Incorporation; that said association has duly authorized its incorporation and has authorized the undersigned, as said officers, to execute the Articles of Incorporation. Dated this ___ day of _____, 19__.

_____
President

_____
Vice President

_____
Secretary

Subscribed and sworn to before me the day and year above written.

_____
NOTARY PUBLIC -
PRINCIPAL OFFICE IN
_____ COUNTY

_____
Notary Public
My Commission Expires _____

Joining Forces with Model Cities

States, cities, counties, regional councils, and other organizations that are especially interested in urban areas may be able to obtain Model Cities Technical Assistance through the Center for Community Planning, DHEW. But the Department of Housing and Urban Development (HUD) has already funded a number of programs for model neighborhoods, and the Parent/Child Toy-Lending Library program could be installed in these areas with federal funds. You can quickly find out, at City Hall, whether your community has been designated as a Model City. The City Demonstration Agency (CDA) director is the man to ask for; he's on the mayor's staff. You can also check with the regional office of HUD or of DHEW. The model neighborhood structure gives considerable local "control" to the community, with fiscal priorities often being influenced by a community-based corporation which can help with planning, or can veto, the Toy Library idea.* Model Cities programs have strong requirements for child care, so the Toy Library program may very well fit the budget priorities of the decision-making group in your vicinity.

DHEW Regional Offices

1. DHEW
   JFK Federal Building
   Boston, Mass. 02203

2. DHEW
   Federal Building
   26 Federal Plaza
   New York, N.Y. 10007

3. DHEW
   401 N. Broad Street
   Philadelphia, Pa. 19108

4. DHEW
   50 Seventh Street NE
   Atlanta, Ga. 30323

5. DHEW
   300 S. Wacker Street
   Chicago, Ill. 60606

6. DHEW
   1114 Commerce Street
   Dallas, Texas 75202

7. DHEW
   601 E. 12th Street
   Kansas City, Mo. 64106

8. DHEW
   Federal Office Building
   1961 Stout Street
   Denver, Colo. 80202

9. DHEW
   50 Fulton Street
   San Francisco, Calif. 94102

10. DHEW
    RK Plaza Building
    1321 Second Ave.
    Seattle, Wash. 98101

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* Under Model Cities guidelines (MC 3135.1) the chief executive officer and local governing body have the ultimate responsibility for the Model Cities program. The residents must have an opportunity to influence the decision-making process by early and continuing involvement in planning, monitoring, and evaluating the program.

Reproduced here is a sample proposal for use of Social Security Act funding (see p. 33). Remember that this proposal was created to fit the needs of one particular agency in one state. Nevertheless, it is offered here as an example from which you can adopt or adapt sections as they may fit your own particular needs.

PROPOSAL FOR USE OF TITLE IV A FUNDS
FOR TRAINING PROGRAM FOR DAY CARE PARENTS

PROBLEM

For some time licensing staff has been concerned with the problems of quality of care and of inadequate materials, toys, and equipment available to children in a number of licensed day care homes. Often the reason expressed for becoming a licensed day care parent is to provide additional income to a family, enabling the mother to continue her role at home with her own children. Too often, however, the marginal income of the applicant, especially one who lives in a low-income area, does not leave money for equipment or toys which will enhance a child's growth and development. Day care staff has endeavored to help individual families with donated materials, and with the issuance of a monthly newsletter which provides educational information on nutrition, inexpensive homemade toys, etc. The Model Cities child care project in Richmond has given training and excellent equipment for 15 families. These efforts, however, are not enough to provide training, toys and equipment for the almost 200 day care families in West County.

PILOT PROJECT PROPOSED

To begin to meet the needs in a small way, it is proposed that $1000, $250 coming from private donors, and $750 from matching Title IV A funds, be used in the following ways:

A. Training Course for Day Care Parents

1. To cover expenses of a pilot training program for day care parents--those who have applied for a license, or who have been newly licensed in a time-limited period. Such a training program has already been devised by day care staff from this agency and from Model Cities, together with the director of the early childhood education program at Contra Costa College. The training course content includes information on child development; workshops on health, safety and nutrition; techniques of working with natural parents; referring to community resources; relating to agency staff; and workshops to develop skills in making inexpensive toys, using arts and crafts activities, music, etc. The training could be given in central locations, as planned; or could be offered more informally in neighborhoods.

B. Toy Kits

1. To provide inexpensive materials for all day care applicants, such as newsprint, a box of crayons, powdered paint and brushes, a paperback book on activities for children, dit-

toed materials on homemade toys such as playdough, stuffed animals, puppets, etc., to be given by licensing worker at the time license is given. The DCPO or the Volunteer Bureau will be asked to help assemble the materials into kits.

C. Toy Lending Library

To provide a toy lending library for use by licensed day care parents. The library would contain educational games and puzzles, and parents would be instructed in their use at the training course. Technical assistance in planning library will be obtained from Far West Laboratory, and from the Early Childhood Education Department at Contra Costa College. Toys could be checked out in district offices.

D. Special Needs of Low-Income Applicants

While the amount of money involved will not cover major items such as fencing materials and outdoor equipment, it will be stretched to include small safety items, such as plugs for electrical outlets, supplies such as sand, and sturdy toys which could be lent to low-income day care mothers depending on what each home might need, and the ages of the children receiving care. A small amount of money from the grant would be used to purchase wood to be made into blocks as a project by a local high school, if a donation is not found for this purpose.

BASIS FOR PROPOSAL IN LAW

The basis in state regulations for supporting this proposal may be found in:

A. Chapter VI, Article 6, Title 22 of the California Administrative Code, Section 40476, as follows: "Daily Activities--Family Day Care Homes. In the family day care home the daily activities for each child shall be designed to develop a positive concept of self and motivation to enhance his social, cognitive, and communication skills.

1. Each home shall have toys, games, equipment and material, books, etc., for educational development and creative expression appropriate to the particular age level of the children."

B. Section 30-303 in SDSW Operations Manual required child care services. "The county welfare department shall ... Provide orientation and ongoing inservice training for all staff involved in the day care services program for professionals, non-professionals and volunteers, with respect to program goals, nutrition, health, child growth and development, meaning of day care, edu-

cative guidance, remedial services and relationship to the community." An interpretation of this section could include day care parents as "non-professionsls," in a program administered by this agency.

C. Federal Interagency Day Care requirements state that children whose day care is paid for with federal funds must receive social services, health services, nutrition services and education services. It follows that an education program for day care parents would help to meet these requirements.

D. Section 25852.30 C (Fiscal Manual) states that cost of equipment, materials and supplies used in provision of services (in a required services program) are reimbursable at the 75% level.

BUDGET

Consultants for Training (+ use of volunteer professionals)	$ 100
Child Care (for 12 sessions)	100
Materials for Workshops	50
Materials for Kits	150
Toy Lending Library (samples for approximately 40 people)	300
Wood for Blocks*	100
Materials and Toys for Low-income Day Care Homes	200
	$1,000

ADMINISTRATION

It is proposed that the program be operated directly by the Office of the Day Care Coordinator, if arrangments for disbursements can be made with the County auditor and Social Services fiscal personnel. Donations of $250 in private funds would be made to the County, and approval sought for matching federal funds.

EVALUATION

Evaluation of program would be made by licensing workers on renewal visits to homes of those day care mothers who have received materials, and a report submitted to appropriate county, state or federal officials by the Office of the Day Care Coordinator. We are working on a component for follow-up in homes on use of toys in library. If project succeeds, additional funding would be sought for an ongoing training program for day care parents on a year-round basis.

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* pt part of Toy Library.

HOW WELL IS YOUR TOY-LIBRARY PROGRAM WORKING?

When you begin to use the Parent/Child Toy-Lending Library program in your community, you or someone else will want to be able to learn from parents what they think about the training, how they liked the toys, and how much their children learned from the experience.

In this section of the handbook you'll find a set of questionnaires, forms, and other evaluation instruments that you can use, if they seem suitable for your group. You may want to review some of them before you consider installing one or more Toy Libraries in your community, since you'll find in them some of the important questions that might arise and that you want to have answered.

DO NOT ATTEMPT TO USE ALL OF THEM. Maybe only one or two will fit your needs. Maybe you'll want to change some of the questions, or create your own evaluation techniques. Use the ones that seem most suitable to you, or let the parent group make its own selection in relation to what <u>they</u> want to learn about the Toy Library program.

Remember that the Toy Library program was created to promote the intellectual growth of preschool children in ways that will help them develop a healthy self-concept. But here are three notes of caution:

1. The Laboratory did not find available, nor has it yet created, a satisfactory method of measuring the effect of the program on a child's concept.

2. The Laboratory does not expect that a measurable, large change can take place in 8-10 weeks, or even within a year.

3. For many children, the goal should be to <u>maintain</u> rather than to develop a healthy self-concept.

Here are four assumptions that represent the Laboratory's point of view:

1. If parents feel competent in helping their own child learn things they believe to be important, this feeling of competence will have a positive effect on the child's self-concept.

2. If parents feel they can influence decisions that affect their own child's education, this feeling will have a positive effect on the child's self-concept.

3. If parents feel their child is capable and can succeed, this feeling will have a positive influence on the child's self-concept.

4. If the child becomes more competent because of pleasant interactions with his parents, this increase in competence will have a positive influence on his self-concept.

If you decide that these assumptions seem sensible to you, then you may want to ask - by using some of the evaluation forms on the following pages:

* Do the toys and games focus on content that parents in your community feel is worth learning?

* Are the toys and games interesting to their children?

* Will parents be interested enough in these activities to be willing to enroll in a Parent/Child course and to complete it?

* Can someone in your community, with only a limited amount of training, conduct the course for parents and operate the Toy Library?

In order to review some of the problems that may arise and to take an inventory of your local resources, you may want to start with the Course Description questionnaire (A) that follows:

(A) COURSE DESCRIPTION

In order to keep a record of the Parent/Child Toy-Lending Library program in operation, you should complete the following questionnaire in your capacity as a Parent/Child course leader. When this questionnaire is completed for your own purposes, the Laboratory would like to receive a copy of it.

---

1. Your name _____

2. Address _____ Phone _____

3. Site (city) where course is being held _____

4. Number of courses being held _____

5. Number of parents attending each course _____

6. Date when the course is being held (month and year of beginning and ending of the course) _____

7. Time of date when the course is held _____

8. Length of course meeting and number of meetings planned _____

9. Type of course _____

   I. Course held in community center where parents periodically meet as a group
   II. Instructions for use of toys given on an individual basis in the homes of participating parents
   III. Course conducted with a group of parents in homes of parents
   IV. Other type--specify _____

10. In what types of physical setting is your course located?

    1. your home
    2. in a local school (elementary, junior high, high school, college)
    3. in a local church
    4. in a community center (what type? _____)
    5. other--specify _____

11. The course is intended to serve parents with children of ages (circle all appropriate answers.) 1 2 3 4 5 6 7 8 older

12. How were parents contacted and/or chosen for the course? (Circle the numbers of all appropriate responses.)

    1. letters
    2. phone contact
    3. community meetings (specify _____)
    4. selected by parent committee
    5. newspaper or radio advertisement
    6. general community announcements
    7. through program personnel--teachers, administrators
    8. personal contact from referrals (specifics _____)
    9. other--specify _____ _____)

13. What is your policy on having adult visitors during class session? (Circle all appropriate responses.)

    1. never allow visitors
    2. allow visitors only after first few weeks
    3. limited number of visitors allowed
    4. visitors allowed only on specific occasions
    5. visitors allowed to participate actively in the classroom activity

14. What is your policy on having children of parents present during the class session? (Circle all appropriate responses.)

    1. children never allowed in the classroom
    2. parents encouraged not to bring child in the classroom
    3. children allowed after the first few weeks of the course
    4. children allowed in the classroom throughout the course
    5. parents encouraged to bring children to class
    6. children used in training parents on the use of toys in the classroom
    7. other--specify _____

15. What are your arrangements for a child-care facility for parents participating in the course. (Circle all appropriate responses.)

    1. no child-care facilities available
    2. babysitting service in parents' homes
    3. limited child-care facilities
    4. child-care facilities for part of the course
    5. child-care facilities throughout the course
    6. other--specify _____

16. Where are your child-care facilities located?

    1. none set up
    2. in a local community location separate from the building where the course is held
    3. in a local community home separate from the course location
    4. in the same room as the parent/child course
    5. in a room near the parent/child course

17. How many child-care workers do you usually have (if number varies, indicate average number of children in the center and average number of child-care workers)?

18. Did you attend a workshop? Yes___ No___ If so, when _____

19. Have you been able to arrange transportation for the parents and their children? Yes___ No___ If no, why not? If yes, what are the arrangements? _____

20. Have you been able to arrange for adult-educational credit for parents participating in the course? Yes___ No___

21. Do you keep attendance records on parents? Yes___ No___

22. Do you keep a teacher record book or journal (diary) on course activities and interchange? Yes___ No___

23. What are your evaluation procedures?

    1. observation evaluation as described by the Laboratory
    2. use of instruments provided by the Laboratory
    3. use of instruments developed especially for own program--specify _____
    4. no evaluation carried out

24. Is the parent/child interaction observed for evaluation purposes? If so, where? When? By whom? _____

25. Would you like an onsite visit by a representative of the Parent/Child Toy Library program? If so, when? For what? Any particular person?

Please indicate any needs of your program that you feel can be corrected?

_____

_____

_____

Do you now feel that there were shortcomings in the workshop (if you attended one) or in your training that can be corrected to help you and other teachers in carrying out their courses? If so, what were these shortcomings?

_____

_____

Is there any further way that the Laboratory can assist you in carrying out a successful course?

_____

_____

While the Parent/Child course is being held, the course-leader/librarian may want to use the Course Leader Diary (B) which is shown below:

(B) COURSE LEADER DIARY

Name _____

Site _____

Class Hours _____

INSTRUCTIONS

The Teacher Diary is to be an informal record of some of the things that happened during your classes.

Write the date each time you make an entry.

After each class meeting, whenever you have time, write three or four sentences about how the meeting worked out. Here are some questions to write about. Don't try to answer all the questions -- just write about what you think is important that day.

Did the parents like and understand how to use the toy?

Did they interact with each other and talk about their experiences with the toys?

Did they bring back the toys from before?

Are they having any problems with the class?

Anything you would do differently teaching this lesson next time?

Here is a Parent Diary (C) that the course-leader/librarian can distribute to parents enrolled in the course. One copy of this form should be given to each parent at each course session.

(C) PARENT DIARY

Site _____

Dates of Class _____

INSTRUCTIONS

This Diary is an informal record of some of the things that happened while you were using the toys with your child or children. Attach your remarks to this page and return to the teacher of the class.

Write the date and the name of the toy you were using each time you make an entry.

At the end of each day, whenever you have time, write one or two sentences about how you and your child or children used the toy during the day.

Here are some questions to write about. Don't try to answer all the questions -- just write about what you think is important each day.

Did you ask your child or children to play with the toy?

Is it hard for your child(ren) to understand what to do?

Does your child understand what to do?

Does your child like to have your help?

How does your child like the toy?

What other things did you do with the toy?

At the end of each 8- or 9-week parent training course, the course-leader librarian might want to distribute this End-of-Course Questionnaire (D) so that you can evaluate the way the program is operating in your community.

(D) END-OF-COURSE QUESTIONNAIRE

To help find out how well this program is working, we are asking you to provide us with some information. Please be frank in your comments and responses.

Do not put your name on the questionnaire.

Today's date _____

City _____

Center _____

Instructor _____

A. What did you learn from this experience that was useful?

B. What was the most interesting part of this experience?

C. For each of the statements listed below, please check the box of the choice which best reflects how you feel about the course.

1. I found the instructions for playing the games with my children difficult to understand.

CHECK ONE
( ) Not at all.
( ) On a few of the toys.
( ) On most of the toys.

2. The course was taught:
   ( ) Too slowly.
   ( ) About right.
   ( ) Too fast.

3. I thought that talking with other parents was:
   ( ) Very helpful.
   ( ) Helpful.
   ( ) Not helpful.

4. I thought that the toys in general were:
   ( ) Too easy.
   ( ) About right.
   ( ) Too difficult.

5. I thought that the length of each meeting was:
   ( ) Too short.
   ( ) About right.
   ( ) Too long.

6. I thought that the course as a whole was:
   ( ) Too short.
   ( ) About right.
   ( ) Too long.

7. I thought that the films were:
   ( ) Not too helpful.
   ( ) Helpful but needing improvement.
   ( ) Good the way they were.

8. When I left each meeting, I felt confident that I could play the game with my child the way we were taught to:
   ( ) Always.
   ( ) Not at first but more so as we got into the course.
   ( ) Not at all.

D. How would you change the course <u>to make it a better one</u>?

From time to time new toys may become available that would help to meet learning goals that parents in your community agree upon. Here is a Toy Selection Criteria form (E) that may be helpful to you.

(E) TOY SELECTION CRITERIA

Minimum Criteria 1-4 Other Criteria 5-10	Toy meets Criterion (+)	Toy does not meet Criterion-Why not? (-)
MINIMUM CRITERIA 1. Age appropriate (3-4 year old)		
2. Safe, non-toxic paint, no pieces to swallow; no dangerous sharp points (pencil point)		
3. Not easily broken, sturdy, can be dropped and not broken		
4. Toy can teach one concept or one concept at more than one level (depth)		
5. Self correcting; can be played without an adult		
6. Toy can teach different concepts (breadth)		
7. Game or toy can be played with one child		
8. Self-contained - not a lot of pieces to lose		
9. Colorful and exciting to look at		
10. Inexpensive (less than $5.00)		

When a new toy is added to your local program, the Individual Toy Evaluation form (F) can help you learn how parents react to a given toy when they borrow it from your library.

(F) INDIVIDUAL TOY EVALUATION

The following questions will draw out your reactions to how well each toy is performing. Your comments will help evaluate each toy and contribute to the development of this program

Your name _____

Today's date _____

City _____

Center _____

Instructor _____

NAME OF TOY _____

If you used the toy with more than one child, please provide the requested information for each child.

1. Child 1--Birthdate Month _____ Year _____ Sex _____

   Child 2--Birthdate _____ _____ Sex _____

2. How many days did you have the toy home and available to your children? _____

3. How many times during this period <u>did you ask</u> your children if they wanted to play with the toy?

   How many times did you ask Child 1: _____

   How many times did you ask Child 2: _____

4. Of the times that you asked your child to play, <u>how many times did he actually play with you and the toy</u>?

   Child 1: _____ Child 2: _____

5. How many times during this period did your child play with this toy <u>without being asked</u>?

   Child 1: _____ Child 2: _____

6. In general how interested would *you* say *your child* was in this toy? (CHECK ONE)

Child 1	Child 2	
_____	_____	Not very interested
_____	_____	Somewhat interested
_____	_____	Very interested

7. At the end of the time you had the toy home, was *your* child still interested in playing with the toy? (CHECK ONE)

Child 1	Child 2	
_____	_____	Not very interested
_____	_____	Somewhat interested
_____	_____	Very interested

a) If *your* child was "not very interested," *why*? (CHECK ONE BOX FOR EACH CHILD)

Child 1	Child 2	
_____	_____	I don't know, he/she just lost interest.
_____	_____	He/she had already learned how to play it.
_____	_____	He/she did not understand it.
_____	_____	It was too simple.
_____	_____	Other reason.

8. Did *you* use other ways to teach *your* child the same thing this toy was supposed to teach? (CHECK ONE) YES NO

If "yes," what were they? _____

_____

_____

_____

9. Do you have any suggestions as to how this toy could be made more useful or more interesting?

_____

_____

_____

Thank you for your help.

The next set of forms (G-1 and G-2) might be useful to you, even though they were created originally as a way of checking up on the training of course leaders. The questions were designed to determine what knowledge was learned during the training. Some are asked at the beginning and some at the end of training. Those in G-1 are open-ended; those in G-2 are the multiple-choice type. You should choose some from each group for your own evaluation effort.

(G-1) WORKSHOP PRE-POST EPISODE INSTRUMENT

Circle: Pre-Training Post-Training

Each paragraph describes a situation occurring with a mother and child. Explain what you think the mother should say or do in this particular situation.

1. A mother has just bought a new toy for her son. She takes it out of the bag, puts it on the kitchen table and calls him to come see it. What should she say to her son?

   _____

   _____

   _____

2. Sarah has been playing a "card" game with her mother. At one point, Sarah says she wants to change the game and make up new rules. What should her mother say?

   _____

   _____

   _____

3. In the game Derek and his mother are playing, Derek must put a block into the triangle-shaped hole. He's trying to put a cube in the hole. What should his mother say or do?

   _____

   _____

   _____

4. Ronnie has just asked her mother to play a game with her. They've been playing for 3 or 4 minutes when Ronnie says she doesn't want to play anymore. What should her mother do or say?

_____

_____

_____

5. Carol is so excited when her mother brings out the new toy that she reaches up and pulls it from her mother's hands, tearing the box and the sheet of instructions in her eagerness. What should her mother say?

_____

_____

_____

6. In order to play this game correctly, the child must be helped by his mother who acts as another "player." Kenneth wants to play with the game alone. What should his mother do?

_____

_____

_____

7. Parker and his mother are playing with a "Feely Bag" toy. Parker is supposed to figure out what's in the bag by feeling it from the outside. Sneakily he peeks into the bag. What should his mother do or say?

_____

_____

_____

8. The toy Robin and her mother are playing with has different colored pieces. Robin is supposed to find a piece the same color as the one her mother holds. What should her mother say?

_____

_____

_____

9. Mona is supposed to put some colored blocks in order from smallest to largest. Her mother notices that she has put them in the wrong order. What should her mother say?

_____

_____

_____

(G-2) WORKSHOP PRE-POST EPISODE INSTRUMENT

Circle: Pre-Training Post-Training

Each paragraph describes a situation occurring with a mother and child. Circle the letter next to the response which you think the mother should say or do in this particular situation.

1. A mother has just bought a new toy for her son. She takes it out of the bag, puts it on the kitchen table and calls him to come see it:

   a. "Sit here, Rory, while I show you how this works."

   b. "Here's a new toy, Rory, do you want to play with it?"

   c. "Take this outside and play with it, Rory."

   d. She says nothing - just shows it to him.

2. Sarah has been playing a "card" game with her mother. At one point, Sarah says she wants to change the game and make up new rules. Her mother says:

   a. "OK, show me how to play the new way."

   b. "It's better if you use the rules that go with this game."

   c. "I don't think you know how to make up new rules for this game."

3. In the game Derek and his mother are playing, Derek must put a block into the triangle-shaped hole. He's trying to put a cube in the hole. His mother:

   a. says, "No, Derek, try again."

   b. says nothing, and waits for him to correct himself.

   c. holds up one of the triangle-shaped blocks next to the hole.

4. Ronnie has just asked her mother to play a game with her. They've been playing for 3 or 4 minutes when Ronnie says she doesn't want to play anymore. Her mother:

   a. tells her to try and concentrate a little longer.

   b. says that's OK and puts the toy away.

   c. asks her why she has given up so easily.

5. Carol is so excited when her mother brings out the new toy that she reaches up and pulls it from her mother's hands, tearing the box and the sheet of instructions in her eagerness. Her mother says:

   a. "Oh Carol, now look what you've done!"

   b. "You were so excited that you forgot to be careful with your new toy!"

   c. "I don't know why I ever spend money on you!"

   d. "That's a fine way to behave!"

6. In order to play this game correctly, the child must be helped by his mother who acts as another "player." Kenneth wants to play with the game alone. His mother:

   a. lets him play with the game alone.

   b. tells him that he needs another player in order to play or he cannot play the game.

   c. tells him not to be so rude and continues playing with him.

   d. tells him he cannot play the game unless he plays the right way.

7. Parker and his mother are playing with a "Feely Bag" toy. Parker is supposed to figure out what's in the bag by feeling it from the outside. Sneakily, he peeks into the bag. His mother:

   a. says, "No, that's not the way to play the game."

   b. moves the bag away so he can't see into it.

   c. says, "Next time, try it without looking."

8. The toy Robin and her mother are playing with has different colored pieces. Robin is supposed to find a piece the same color as the one her mother holds. Her mother says:

   a. "Find one like this."

   b. "It's your turn."

   c. "Here's a red one. Find another red one."

9. Mona is supposed to put some colored blocks in order from smallest to largest. Her mother notices that she has put them in the wrong order.

   a. "No, Mona, you've got it wrong this time."

   b. "This block is smaller than this one; find a larger block."

   c. "You're supposed to put the smaller blocks first, then the next larger blocks. Try again."

In Appendix D you will find two other instruments for evaluation, if you decide to check further into the degree of success of your local program. These include an Adult/Child Language Response Schedule and a Parent Interview form.

To sum up, if your course is well implemented, the comments of parents during the course will reveal what they consider important and what experiences can be attributed to the course. (See Parent Diary, C.)

Some programs will be successful because child-care facilities are available, or because the meeting room is comfortable and conveniently located, or because transportation is readily available. (See Course Description, A, and Course Leader Diary, B.)

Obviously, a key outcome you must consider is whether the course continues to operate and whether parents follow up by continuing to use the Toy Library facilities.

No matter how you set up the evaluation of your program, it is vital that parents and program staff both play key roles in every step of the evaluation process.

The Laboratory will always be interested in receiving reports of your evaluation findings, if you are willing to share them.

> NOTE: Be sure to give your name and address, your institutional affiliation, and your special interests or concerns when you mail your evaluation data to the Laboratory. Above all, be sure to send us your suggestions and comments as soon as possible, so that we can share them with other Parent/Child programs around the nation.

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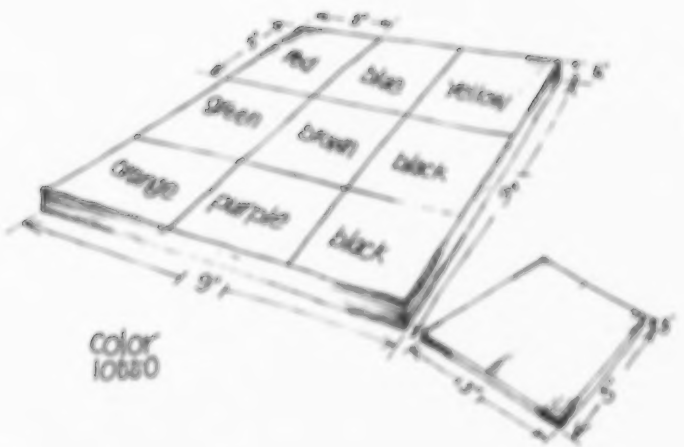
Appendix A

HOW TO MAKE SOME TOYS ON YOUR OWN

If you find that you need additional toys and games, or if you need replacements for those you started with, the following pages will show you how to have them made locally.

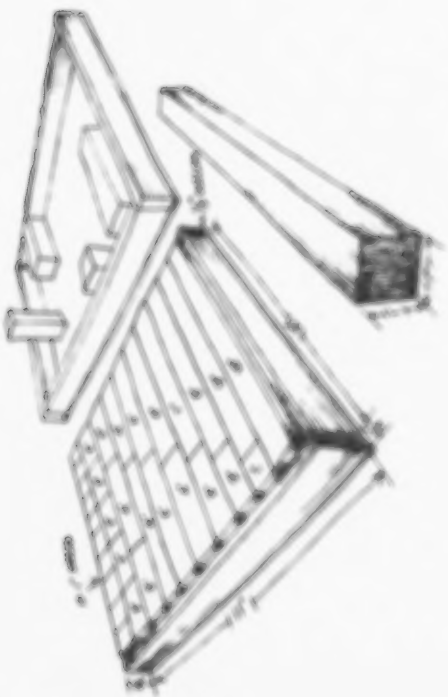
No instructions have been provided for the Color Cubes, since you can use any type of color blocks (four each of four different colors) for those activities. Nor are instructions provided for the Number Puzzle, since it would involve very complicated cutting and a lot of small parts.

If you decide to have toys made locally - by senior citizens, by residents of a state institutions, by prisoners, by Scouts, or by high school shop classes - it would be a good idea to lend one set of toys to your "manufacturer" (along with one copy of the Parent Guide) so that all the necessary pieces will be produced. Also remind your manufacturer to use non-toxic paint and to avoid leaving any rough or sharp edges.

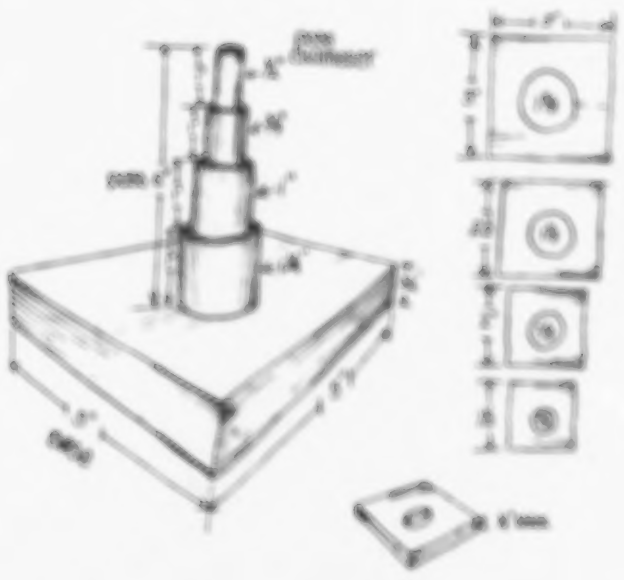


COLOR LOTTO

EQUIPMENT: Square wooden board divided into nine squares (each a different color), and two (2) sets of nine small colored squares. One set of small squares is for the parent and the other set is for the child. The small squares are the same size and colors as the small squares on the lotto board.



EQUIPMENT: One (1) box of Wooden Table Blocks, including ten sizes of blocks of units 1 to 10. The largest block is ten times as tall as the smallest. The other blocks are the units between one and ten.



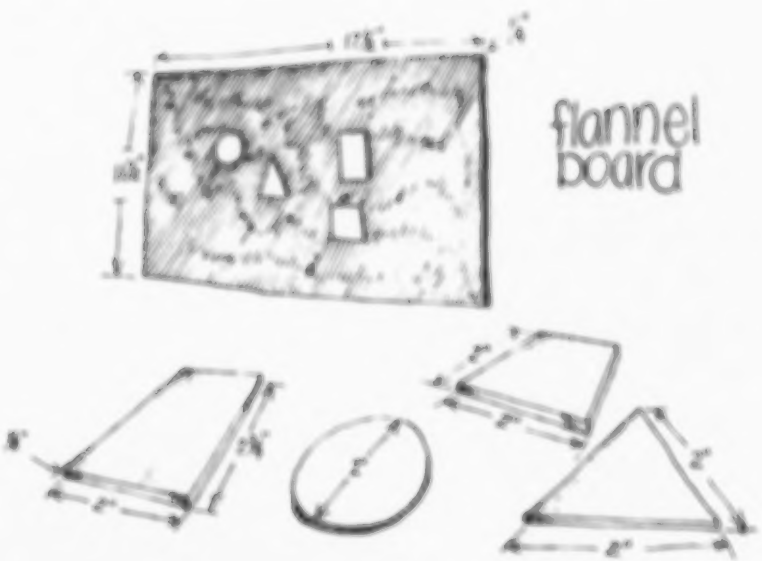
EQUIPMENT: The Stacking Squares set includes 16 wooden squares that fit in order on a special wooden post. The post is made so that if the squares are not stacked in the right order, by size, not all the squares will fit. The four largest squares (one red, one blue, one yellow, and one green) go on the bottom; the four smallest squares (one of each color) go on the top. The center holes of the squares are cut so that the toy is self-correcting. There is one red, one blue, one yellow, and one green square in each of the four sizes.

FEELY BAG

EQUIPMENT: Small drawstring bag and two sets of cut-out shapes. Each set has these four shapes: a circle, a square, a triangle, and a rectangle.

SOUND CANS

EQUIPMENT: Two sets of small, covered metal film cans. Each set includes six cans, each with different objects or materials inside (for example, a bead or some water). Each can makes a different sound when it is shaken. One set of six cans (with marks on the lids) is for the parent; the other set of six (no marks on lids) is for the child.



FLANNEL BOARD

EQUIPMENT: One flannel board and 28 small color shapes made of flannel or masonite...circles, squares, and triangles. There are two sizes of each shape. There are three colors of each size--red, yellow, and blue.

Appendix B

OVERVIEW OF A RESPONSIVE PROGRAM FOR YOUNG CHILDREN*

by GLEN P. KEMMOCHT

Formal education can and should start before a child is five or six. It does not, however, need to take place within a classroom. Formal education can happen in the home with one child or a small group of two to five children, in a day-care home with groups of fifteen or more children, in a Head Start or day-care classroom, or in a public school. In contrast to informal education, formal education is a well-planned, structured program of educational experiences that aid in the systematic development of a child's intellectual ability.

Underlying the Laboratory's Responsive Program for Young Children is the basic assumption that the family has the responsibility for the education of their own children. The role of any educational institution is to aid the family in carrying out this responsibility.

A second assumption is that any formal educational program should provide a variety of alternatives to meet the needs of parents and their children. Some parents will want or need day-long, year-round day-care service for their children; others will need three to five hours in a classroom setting; still others will need assistance in working with their children at home.

A third assumption is that the educational program should be responsive to the learner's background, culture, and life style. For example, if a child is Mexican-American and speaks Spanish, the educational program should respond by using materials that are relevant to his background and reflect his cultural heritage. The language of instruction should include Spanish whether in a bilingual program or in a program in which English is treated as a second language.

These assumptions lead to one of the major objectives of the program: to help develop and maintain a pluralistic society. Instead of the "melting pot" objective of blending divergent groups into a single homogeneous mass, the goal should be to develop a "tossed salad" of different cultures and life styles, enhancing their values and uniqueness so that they become complementary. This also requires a profound change in objectives; it is obviously based upon

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* The Parent/Child Toy-Lending Library is only one part of the Laboratory's overall early-childhood Responsive Program. This 1970 article deals with the Toy Library in relation to the total early-childhood development effort.

a value judgment. The logic is:

(1) Minority groups have always resisted the efforts of the majority group to assimilate them. They have also resisted an educational system that tries to carry out such assimilation. This resistance, of course, not only limits the progress of minority children within the system but also sets up conflicts within the children between the values of the family and those of the educational system.

(2) In some respects, a pluralistic society is probably less efficient than a more homogeneous society. However, because different points of view provide a wider variety of alternatives to choose from in looking for problem solutions, it is probably much richer and more productive in the long run. In other words, the same logic can be applied to inter-disciplinary studies. Diversity can enrich rather than impoverish.

A program that looks toward a pluralistic society has two implications:

(1) the public schools will have to take into account what the children learn before they start school; and

(2) the public schools will have to be more responsive to individual children and their parents.

The basic problem is that most schools are designed to serve students who hold the same values as the teachers and administrators. Either the children are white and middle-class or they emulate white, middle-class children. The schools usually respond to these children and nurture their development. Both procedures and content provide evidence of this situation.

The procedures are built around the concept that all children at a given age are ready to learn the same thing (with some consideration given to inherited ability) and are motivated by the same factors. That is, such children will avoid failure, low marks, or retention in grade, and will work for success, high marks and praise from the teacher. Following this concept, most instruction takes place in front of groups of twenty-five or more students. The content is designed to be generally interesting to the average student and the major motivation is threat of failure or promise of success.

Head Start and Follow Through programs recognize that children from low-income homes need help. Within these national programs, efforts have been encouraged that either help a child to respond to the existing system or change the system to respond to the existing child. Nevertheless, there are too few examples of schools that make

concessions to children who are culturally different or who have different life styles. Some programs recognize that, since English is a second language for Spanish-speaking children, it should be taught from that point of view. Yet few experimental programs are concerned with developing bilingualism, and fewer still offer any content that is relevant to the child's background. Perhaps the prime reason for this lack is that neither the parents nor the children themselves have had an effective voice in shaping their education.

The decisions about where to begin such a program and where to end it are arbitrary but necessary. Eventually such a program could affect the entire educational system, but it is obvious that some practical limits must be set to undertake a program of this scope. The range has been set from ages three to nine. Currently this span encompasses the Head Start and Follow Through programs serving children drom low-income homes and children who are culturally and ethnically different. But the program will be designed to serve all children. Children in Head Start and Follow Through programs were selected initially because the needs of those children are the greatest and because improving educational opportunities for those children has been given a national priority.

The Major Objectives of the Program

The long-range goal of the program is to develop a model responsive educational system that will serve at least 90% of the children from age three to at least age nine. The major objectives of the system will be to help children develop a healthy self-concept, as it relates to learning in the school and the home, and to develop their intellectual ability. These two objectives are interrelated and cannot be treated as though they were independent of each other.

A Healthy Self-Concept

A child has a healthy self-concept in relationship to learning and school, if:

1. he likes himself and his people;
2. he believes that what he thinks, says, and does makes a difference;
3. he believes that he can be successful in school;
4. he believes that he can solve a variety of problems;
5. he has a realistic estimate of his own abilities and limitations;
6. he expresses feelings of pleasure and enjoyment.

If nine- to ten-year-old children have healthy self-images in relationship to learning and school, when compared with other children from a similar background, they will:

1. make better estimates of their ability to perform a given task;

2. make realistic statements about themselves and their racial, cultural, or ethnic group. Statements will be both positive and negative, but more positive than negative;

3. be willing to take reasonable risks when confronted with a problem they can probably solve;

4. after answering a question or offering a solution for a problem, make more realistic statements about the probability of being right or wrong;

5. express feelings or opinions more frequently, with fewer non-committal responses, fewer stereotypes, and a greater variety of responses to such questions as, "How do you feel about _____?" or "What do you think about _____?";

6. express themselves more freely in writing, painting, or picture-drawing;

7. learn from errors and corrections rather than feeling put down or rejected;

8. be able to express in verbal and non-verbal ways feelings of joy, happiness, fear, and anger;

9. be able to use failure in a productive way;

10. take credit for accomplishments and failures;

11. be able to maximize the use of resources to solve problems;

12. be able to interact with other children and adults (i.e., the children will be neither aggressive nor submissive in relationships with other children);

13. be able to work within limitations and make the most of the limited situation.

If the program is successful in producing a better environment to help children develop or maintain a healthy self-concept, children in the program will:

1. attend school more frequently;

2. be tardy less frequently;

3. say more positive things about the school, the teacher, and the things he is learning.

Intellectual Development

A nine- or ten-year-old child is developing his intellectual ability if he can solve a variety of problems, roughly classified as non-interactional, interactional, and affective. A non-interactional, physical, or one-person problem involves an individual who manipulates his physical environment, but is not manipulated by it in the same way. The results of a physical program are highly predictable. Solving puzzles is a good example of a non-interactional problem. In fact, intelligence tests are primarily a test of an individual's ability to solve puzzles. Nearly all present school curricula deal mainly with this kind of problem-solving.

An interactional problem involves two or more people (or machines) and requires a person to think, "If I do this, what is he likely to do?" The individual is being manipulated at the same time he is manipulating. Games like bridge, poker, and chess are good examples; so is hide-and-seek. Interactional problems are not so predictable as non-interactional problems.

Finally, though it is possible to think about these two kinds of problems and not consider emotional overtones, emotion is usually involved to some degree. When the emotional aspects of the problem become the dominant consideration, the problem becomes affective. And, of course, the more affective it becomes, the more difficult it is to cope with the problem. An educational system must help children learn to cope with all three kinds of problems; for, in many instances, the learner cannot solve non-interactional or interactional problems until he has solved some affective problems.

To learn to solve a variety of non-interactional and interactional problems, the learner must develop:

(1) his senses and perceptions because the senses are the source of data for the thought process;

(2) his language ability because language is a tool of the thought process;

(3) his concept-formation ability because he needs to be able to deal with abstractions and to classify information so as to organize thought.

Therefore, we can specify some intermediate aims that are related to the objective of problem-solving ability and are necessary

prerequisites to developing a high order of problem-solving ability. But the attainment of these ends does not mean that we have achieved our major objective. These aims are those that are currently measured by the typical school achievement tests so we can state some intermediate criteria in terms of achievement test scores.

We will judge our program to have achieved a minimum level of success on some of the intermediate criteria if the children involved in the program for three or more years have achieved scores on tests of school-related skills at least six months higher than would be predicted for the present programs.

The limitation of this intermediate criterion is that it is restricted to the measures of skills related to reading, arithmetic and science. Since these skills do not constitute our major criterion for success, and since we believe that a wide variation can exist in content, the specific tests to be used and the content to be measured will vary from school district to school district, according to current practices.

Another intermediate criterion will be the child's knowledge and understanding of his cultural background. Since the program serves a diversity of children, it is obvious that measures of success on this criterion will have to be developed for different children.

The major objective for intellectual development is the child's ability to learn how to learn. This objective entails giving the child the competence to sense and solve problems, as well as the confidence to tackle them. When compared with other children from similar backgrounds, children who have been in the program two or three years will be better able to:

1. recognize, complete, extend, and discover patterns in one direction;

2. recognize, complete, extend, and discover patterns in two directions (matrix games).

3. recognize, extend, and discover rules from examples (inductive thinking);

4. persevere, concentrate, and succeed on problems involving the breaking of "set";

5. adapt to games involving rule changes;

6. eliminate what is known to determine what is unknown;

7. use feedback productively to modify actions;

8. solve verbal and mathematical puzzles;

9. seek a solution to one-person problems without assistance;

10. recognize that a problem cannot be solved with the information at hand;

11. anticipate the probable response of the other player in interactional games;

12. anticipate the probable response of others to alternative actions of the individual in some social situation;

13. cope with his own emotions--for example, exhibiting a healthy outlet for anger;

14. cope with emotions of other individuals.

Note again that these statements are not intended as a complete definition of problem-solving ability, but only as indicators. The task that remains in measuring both a child's self-concept and his intellectual ability is to devise test situations or observational situations that will indicate how an individual compares to others on each item we have mentioned. Also, note that there is an obvious overlap between problem-solving that involves affective behavior and the measures of a healthy self-concept. This overlap reinforces our notion that the two major objectives are related and we can be successful only if we achieve both objectives.

Procedures

To achieve the above objectives, the Responsive Program is based upon the idea of an environment which is designed to respond to the learner and in which all learning activities are autotelic.

The learning environment satisfies the following conditions:

a. it permits the learner to explore freely;

b. it informs the learner immediately about the consequences of his actions;

c. it is self-pacing, with events occurring at a rate determined by the learner;

d. it permits the learner to make full use of his capacity for discovering relations of various kinds;

e. its structure is such that the learner is likely to make a series of interconnected discoveries about the physical,

cultural, or social world.

The activities within the environment are autotelic; that is, the activities are self-rewarding and do not depend upon rewards or punishments that are unrelated to the activity. But all activities that are self-rewarding are not necessarily autotelic. For a self-rewarding activity to be autotelic, it must help the learner develop a skill, learn a concept, or develop an attitude that is useful in some other activity. Autotelic activities are intentionally designed to reduce the rewards for success or the punishment for failure to tolerable limits for the learner and society, so that the learner can master some skill that is useful in life, but one that often cannot be learned through direct experience, since the cost of failure is too great to tolerate.

For example, in many of our autotelic activities, the only reward is the successful completion of the task, but the child may not be successful. Other activities are games in which one child wins and others do not, so there is a reward. The child knows he did not complete the task or he did not win, but he is not punished by not receiving a good grade or a token. Furthermore, if he cannot complete the task, he can leave it; if he does not win, he can stop playing or play with someone else. In any event, the child is protected from an overly anxious adult who might pressure him by withholding desirable extrinsic rewards or by threats of punishments. We believe that an essential element of any educational program for young children provides a way to avoid painful experiences that can affect future learning. The insistence upon using autotelic activities provides this protection.

Application of the Procedures to Classroom Situations

When children enter a school classroom, they are free to choose from a variety of activities such as painting, working puzzles, playing with manipulative toys, looking at books, listening to records or tapes, using the Language Master, and building with blocks. They can stay with an activity as long as they like or they can move on to something else whenever and as often as they like. Small groups can play games (learning episodes) with the teacher or assistants and others ask to be read to. Teacher or assistants can read to the children, play games with them, and respond to the spontaneous activities which build the experience that precedes instruction in some skill or concept. The teacher and assistants respond to the children rather than having the children respond to them. Adult-initiated conversation is limited, but child-initiated conversation is encouraged.

About fifteen or twenty minutes are devoted to large-group activities such as singing, listening to a story, "show-and-tell," or participating in a planned lesson. A child does not have to take

part in large-group activities if he does not want to, but he cannot continue in any activity that disturbs the group.

Once each day in kindergarten and first-grade classes with learning booths, a booth attendant asks a child if he would like to play with the typewriter. If the child says "yes," the attendant takes him to a booth equipped with an electric typewriter. The child begins by simply playing with the typewriter and the attendant tells him what he is doing. Whatever keys he strikes--"x," "a," "y," "comma," "space," or "return"--the attendant names. The child moves from this first free exploration phase through matching and discrimination to production of his own words and stories. At each phase, his discovery of the rules of the new phase (game) is stressed.

In the first- and second-grade programs, the same general procedures are followed; but the activities change and there are more small-group activities and perhaps two or more large-group activities a day. The children still have large blocks of time for individual activities. Though there probably are not a block corner and dress-up area, there are more educational games and toys related to math and science. There may be small reading or arithmetic groups or reading and math may be taught on an individual basis. The first- and second-grade children should still be free to choose their own activities and to choose not to participate in large- or small-group work.

Some Basic Considerations in Developing the Procedures and Content

The Responsive Program is not based upon any single theory of learning because we do not think there is one theory that adequately accounts for all the ways children learn. However, since there is some common agreement among various theories, the program is designed to satisfy the conditions for learning that are generally agreed upon. Different theoretical bases are used when they best explain a given approach.

The program is based upon the notion that there is a relationship between maturation and learning. A child does have to mature to a certain point before he can walk, and he does have to mature to a certain point before he can make certain sounds. The work of men like Piaget, Bruner, and J. McVicker Hunt is pertinent. But the relationship between maturation and learning of certain skills or concepts is not nearly so clear as it seemed to be in the 30's and 40's. The supposed relationship should be subjected to empirical validation.

Although our program is based more heavily upon the ideas of developmental theorists, we also find useful the work of B. F. Skinner, Lloyd Homme, and others who are interested in the basic notions of operant conditioning. To try to define objectives in clear beha-

ational terms is useful, but we do not believe that every objective can be defined in behavior that can be immediately observed. To do so restricts our real objectives unnecessarily and results in superficial statements which do not reflect our real objectives. We also find it useful to think in terms of reinforcement of learning and feedback to the learner. We are using intrinsic reinforcers in autotelic activities instead of extrinsic reinforcers, but the reinforcers are present. The notion that a wide variety of autotelic activities are necessary because no one activity is rewarding to all children is consistent with the behaviorists' notion that a varied reward system is necessary to reinforce learning. They use tokens as reinforcers while we use a variety of learning activities.

Though we develop learning sequences, we do not assume that every child must follow that sequence. In many instances, we do not claim to know how the learning of a particular behavior contributes to the future learning ability or achievement of a child. Our notion may be described as a "sandpile theory of learning;" that is, we know that it takes a tremendous number of grains of sand to support more sand. But we are not at all certain which grain of sand is necessary to support the next one. And, as the analogy implies, we are not certain that any particular grain is necessary--others could be substituted and still support the pile.

One example will illustrate the notion of sequencing and the "sand pile theory." In beginning a Head Start classroom, we advise the teacher to help the children learn a variety of concepts including color, size, and shape. After the child has considerable experience with color, size, and shape, we start combining them into more complex concepts such as the largest circle or the green triangle, and eventually the smallest yellow square or the largest blue circle. We assume that the child can learn to deal with three attributes by first dealing with one attribute at a time, then two; but he does not necessarily have to follow this sequence of learning.

Another series of problems are posed by matrix games. In one such game, all of the shapes in the first row are red, the second row green, third row blue, and the last row yellow. All shapes in the first column are circles, in the second squares, in the third triangles, and in the fourth rectangles. One of the cells in the matrix is covered and the child is asked what shape is covered. To solve the problem, he must figure out the shape by looking at the column and its color by looking at the row. This is a fairly difficult problem for many four- or five-year-old children, yet it seems to be worth presenting. Except for helping the children learn to solve other matrix problems, it is difficult to say how it contributes to his future learning. We assume that it contributes to general problem-solving ability, but we do not assume that this or a similar experience is crucial to the future learning ability of the child.

The notion of the "sandpile theory" has many practical applications. First, there is no sacred content that must be mastered at or by a given time. The child can choose not to learn to count to ten in kindergarten--he can learn to count later. The emphasis is on learning how to learn--on the process rather than the specific content to be learned. We select content based upon four criteria:

1. Can we devise a way to help the child learn the concept without distorting its meaning?

2. Is the concept or skill of immediate value to the child?

3. Will the concept contribute to the child's ability to learn more complex concepts?

4. Does a concept fulfill expectations that teachers have at the next grade level?

A skill or concept does not have to meet all of the criteria, but the criteria help to establish priorities or emphases that are placed on content. Nevertheless, we insist that all children not be expected to learn a set of skills or concepts at any given time.

The Training Procedures

Currently the program has three components--a model Head Start Program for three- and four-year-old children, a Follow Through program for children ages five to nine, and a Parent/Child Toy-Lending Library program for parents of children from three to nine. The first two components include not only developing a model program for children but also developing a training process and materials to help teachers and their assistants carry out such a program.

The training program has been organized around the use of a Program Advisor. The Program Advisor is a local person who works with teachers and assistants in ten classrooms to develop a quality program in the local community with limited support from the Laboratory.

The Laboratory trains the Program Advisor and provides training materials for teachers and assistants. Initially, the Laboratory also provides some on-site training for teachers.

At the present time, we believe that two years of intensive training are required to obtain a high level of performance in 75% or more of the classrooms. After two years, continuous inservice training will be provided to maintain the program and train new teachers.

The first year's training program has been organized into:

1. A series of four seminars (one two-week and three one-week sessions) plus onsite training for Program Advisors. The seminars are held at the Laboratory or some central location. The onsite training for Program Advisors involves someone from the Laboratory observing teachers as they work with parents or school administrators and critiquing videotapes of classroom activities.

2. A four-day workshop for teachers prior to the opening of school.

3. Three twelve-week training cycles to cover the first year of training. Each cycle consists of eight units of training. Each provides four weeks of time for the Program Advisor and each teacher and assistant to decide what needs to be reviewed from the previous eight weeks, or what particular problems to focus on, or what activities to undertake that will expand or broaden the training. This schedule also provides time for the teachers to meet with the psychologist, parent coordinator, social worker, and nurse to discuss their services and their relationship to classroom activities and parent participation.

The inservice training is organized to relate a weekly workshop for teachers and assistants to activities in the classroom. The sequence may be altered according to the Program Advisor's and teacher's judgment of what the priorities should be, but the principles involved are important. They are:

1. Discuss, illustrate, and/or demonstrate the understandings and skills that are involved.

2. Practice the skills or behavior in the classroom;

3. Discuss the results and then, perhaps, practice the same skills or behavior again or move on to the next unit. (Note that the twelve-week cycle does not have to be eight weeks of training units followed by four weeks of review. The review can come any time that the Program Advisor and teachers desire.)

4. Do not try to learn or practice too many different things at one time.

5. Evaluate the results; go back and practice those skills that still need improvement.

The training materials recommend that the teachers and assistants practice language behavior or classroom control techniques. In one instance, the technique involves anticipating problems. The

teacher anticipates problems when she:

1. Offers a game or toy to a child who is restless or moving aimlessly through the room.

2. Sees possible conflict between two children and suggests that one of them play elsewhere or helps them share.

3. Moves closer to the place where a conflict may arise.

The training units provide forms for the teachers and assistants to use in observing individual children in the classroom. The teachers are asked to conduct one five-minute observation of a different child each day.

The Parent/Child Component

The way the principles of a Responsive Program are carried out in the classrooms has been described above. The Parent/Child Toy-Lending Library component applies those same principles to situations where parents are helping their own children at home. The Toy Library program is fully described earlier in this handbook.

Instructions that accompany each toy are called "learning episodes;" there are several learning episodes for each toy or game. Each learning episode states the purpose of the game and gives simple instructions for playing. The general instructions are always the same:

1. The parent is to play by our rules unless the child changes the rules; then the parents should play by the child's rules.

2. If the parent asks the child to play and the child does not want to play, the parent cannot ask again that day. But if the child asks later during the day, the parent can play with him.

3. The child can stop playing any time he likes and should not be asked why. The parent then puts the game away.

These general rules are to prevent the parents from unintentionally pressuring a child to do something he is not able to do and to help maintain a healthier interaction between the parent and the child when they are playing the game.

The Parent/Child Toy-Lending Library program was designed to serve parents who are above the income level that would qualify their children for Head Start but who cannot afford a private nursery school. The program can also become a part of Head Start, Home

Start, day-care, or home-care programs as a means of encouraging parents to participate in and to understand the purpose of such programs.

Evaluation

The final evaluation of the Responsive Program will be based upon how well it meets the objectives stated earlier. In the meantime, the various components of the program are being systematically evaluated. The Laboratory uses a systematic development process with four major steps:

1. selection of approach and designing prototype;
2. preliminary testing with a limited sample;
3. performance testing with a larger sample but under careful supervision of the Laboratory;
4. operational testing under normal field conditions with limited involvement of the Laboratory.

At any point, the process can be recycled if the desired results are not obtained.

The development and testing of the model program for children and the training program for teachers and assistants are parallel developments. The first concern in evaluating the program is to determine how effective the training program is in producing the desired changes in teacher behavior. The primary techniques being used are periodic classroom observations by trained observers and audio and video recordings of classroom behavior of teachers.

After the teacher's performance is satisfactory, the second concern is to determine the effects upon the children. Does the changed teacher behavior significantly affect the growth of children toward the objectives of the program?

We have collected baseline data for evaluation of the children by using standardized tests of intelligence and achievement, but we do not consider these tests as adequate measures of the program; so we are developing a responsive achievement test to assess the children's achievement in intellectual development. The emphasis will obviously be on a child's problem-solving ability. We are currently devising situational tests and observational techniques to assess a nine- or ten-year-old child's behavior on the indicators of healthy self-concept stated earlier as objectives of the program.

In the meantime, we are relying upon observations to make some estimate of a child's self-concept at earlier ages.

The Laboratory does not anticipate having a final evaluation of the first phase of the total program for several years, but in the developmental process there are enough check points to ensure against a complete failure. One point seems to be certain; if the program does not meet our expectations, the alternatives are to revise the program until it does or replace it with a better model. We cannot return to current practices.

Appendix C

EVALUATION

The evaluation of the Parent/Child Toy-Lending Library program includes an evaluation of the toys and learning episodes used in the course, of the course itself, of the training program for teacher-librarians, and of the support material for the teacher-librarians.

Evaluation of the Toys

The toys and related episodes were developed as devices to help parents achieve some understanding of the principles of child development and to help them learn a pleasant way of interacting with their children. The toys and episodes were designed to help a child learn a cluster of important cognitive skills and concepts. Other toys, however, could have been used to teach other skills or concepts; we are more concerned with the learning process itself than with the specific content.

For the toys and accompanying learning episodes to be useful, the following conditions had to be met:

1. The content must be clearly defined. The purpose of each learning episode or series of episodes must be so clearly stated that the parent can see what the child can do when he starts to play the game and what he has learned as a result of playing the game. The toys and episodes need to be related to each other for the same reason, so that the effect over time can be observed. The potential user should be able to read a learning episode or a series of episodes to see if they involve certain skills or concepts or problem-solving processes and if they are related to each other. The user should also be able to inspect the toy and the learning episodes and see that the child must demonstrate certain skills or understand certain concepts in order to play the game. This line of reasoning is analogous to the concept of content validity in test development.

2. The content should be relatively free of any cultural bias. Since such things as color, shape, size, relational concepts (i.e., over, under, and between) and mathematical concepts do not seem to have a cultural bias, they were selected for the content of the learning episodes.

3. The learning episodes should clearly illustrate the processes of interacting with the child that are recommended in the course:

    a. the child should be allowed to explore the materials before a set is imposed on him;

b. the child should be free to stop playing when he wants to;

c. the child should be able to change the rules of the game;

d. the child should be encouraged to discover the answer to a question rather than having it told to him;

e. the parent should be encouraged to use positive instead of negative corrections;

f. the parent should help the child by describing what he is doing;

g. the parent should respond to the child by letting him set the pace of the learning and by responding to the child's free explorations.

4. The toys and games should be interesting to the child.

Whether the learning episodes contained the recommended processes was easy to determine by inspection. We did not expect each episode to use every process. Since it is not our intent to release individual toys, we were concerned with the total effect of the toys and episodes; the evaluation of this effect is part of the evaluation of the course as a whole.

We did evaluate each toy for its interest to children. Obviously, if it is not interesting enough to engage a child's attention for a period of time or until he masters the skill or concept involved, it does not matter how good its other features are. Furthermore, the objectives focus on the parents' attitudes and feelings; if the parents experience a number of failures because the game was not interesting to the child, we are not likely to obtain our objectives.

For the purposes of evaluation, we decided that a toy is interesting to the child if he is willing to continue playing the game after five sessions of 10 to 20 minutes each, or if he remains interested until it is clear that he can play the game without error. Since the parents have the game at home for one week, either positive measure of interest would provide a successful experience for them. Our method of evaluation was to interview the parents at the beginning of each class session. We asked them how many times they had asked the child to play the game, how many times the child had played, if the child had lost interest in the toy and, if so, why. The toy and the accompanying episodes were considered satisfactory if 80% of the children were still interested in the activity at the end of the week or lost interest only because they had mastered the activity, and if the child played with the toy more than five times or had played with the toy more than five times or had played with the toy at least once without being asked.

This procedure appears to have been satisfactory. A range of behavior was reported by the parents for the various toys. For example, 40% of the children in the field test lost interest in a shape puzzle before the week was over, and no child played the game more often than he was asked. But only 3% of the children lost interest in the Sound Cans; and, on the average, children were asked to play five times during the week and actually played eight times. This range indicated that the parents were not telling us just what we wanted to hear.

We had one logical problem that we have corrected. The child could have played the game as often as or more often than he was asked and still have refused to play on some occasion when the parent asked him to play. Our question would not have revealed this situation. The problem, however, does not appear to be serious.

Two questions remain unanswered. We do not know whether the toys were interesting in themselves or interesting only as means of getting the attention of the parent. As we just pointed out, there is some indication of a range of interest; accordingly, regardless of their relative interest as "things" or "means," certain toys were more successful than others and did meet our criteria. The other question that remains open was how much the parents reflected their own interest rather than the child's. For example, in some instances the parents reported that the child was not interested in a specific toy, but at the same time reported that the child had played twice as often as the parent had initiated the activity. This is an interesting research question that needs to be pursued, but the practical importance is to realize that the parents' interest in a game may determine how interested the child will be.

We tested the original toys at two preliminary sites, Berkeley and East Palo Alto, California, and at two field-test sites, Murray and Jordan school districts in Utah. The combination of the four sites provided a reasonably good cross-section of the parents and children we expected to serve. East Palo Alto parents were mostly black working-class; Berkeley parents were white middle-class; and the parents at Jordan and Murray were white and Mexican-American working-class.

The results are summarized in Table I. Lost in this summary is the information that the Berkeley parents asked their children to play more often than the East Palo Alto parents did. Between the preliminary and the field tests, some revisions were made in the learning episodes that accompany the toys. The final decision either to accept a toy and the accompanying learning episode, or to revise it or reject it for use in the course, was made after the field test. Three toys were retained and revised. The most questionable decision was to keep and revise the Feely Bag. We retained this game because it was the only one that demonstrated the importance of touch in the

TABLE I

EVALUATION OF INTEREST IN NINE TOYS AND LEARNING EPISODES

	PRELIMINARY TEST				FIELD TEST				
	N	lost interest[1]	parent asked[2]	times played[3]	N	lost interest[1]	parent asked[2]	times played[3]	Discussion
SOUND CANS	26	15%	3	7	30	3%	5	8	accept
COLOR LOTTO	26	12%	3	5	29	10%	4	8	accept
FEELY BAG	25	32%	4	6	24	21%	4	4	revise
TABLE BLOCKS	27	19%	4	7	25	8%	4	8	accept
STACKING SQUARES	28	18%	4	6	27	22%	4	7	revise
NUMBER-ITE	11	9%	4	8	24	21%	4	8	revise
SIFO SHAPES	-	-	-		25	40%	5	5	reject
COLOR CUBES	7	29%	5	5	28	31%	4	5	reject
FLANNEL BOARD	7	14%	4	6	28	0%	5	8	accept

1. "Lost interest" means the child lost interest in playing the game before he could play without error or before the week ended.
2. "Parent asked" means the average number of times the parents approached the child to play the game.
3. "Times played" means the average number of times each child played the game.

learning process.

Following the above procedure, the staff of the program will continue to check the level of interest of the toys and learning episodes; but we do not intend to release toys on an individual basis, so we will not continue to report on the testing of individual toys and games.

Evaluation of the Course

The general objective of the course has remained the same throughout the development cycle: to help parents promote the intellectual development of children in a way that is likely to support the development of a healthy self-concept. The specific objectives used as criteria for assessing the success of the program have undergone some revision but are substantially the same. They are:

1. Parents will feel that they are more competent in helping their children learn some important skills and concepts.

2. Parents will feel that they can influence the decisions that affect the education of their children.

3. Parents will feel that the child is capable of learning and can be successful.

4. The child increases his competency as a result of the interaction with the parents.

The first three specific objectives deal with the feelings and understandings of parents. We could not devise any unobtrusive way to observe the interactions of the parents and the children before and after the course. Any intervention in the home was rejected, because such intervention would substantially alter normal interaction. Having the parent interact with the child in some observable situation outside the home was discarded as being too artificial. The remaining alternative was to use parents' self-reporting at the end of the course.

We were aware of the limitations of self-reporting and did anticipate the fact that people tend to tell an evaluator what he wants to hear. The weekly reports on the use of the toys, however, had produced a variety of responses (some of which were not what the evaluator wanted to hear). Even if the parents knew what we wanted to hear and told us, this indicated at least that they understood the objectives.

We used an open-ended questionnaire at the last meeting of the course. It invited both positive and negative comments about the course and the way it was taught by asking the following:

1. What did you learn from this experience that was useful?

2. What was the most interesting part of the experience?

3. What didn't you like about the experience?

4. How would you improve this program?

In answering questions 1 and 2 the parents could:

a. fail to respond which was considered a negative reaction to the course;

b. give a response they considered positive, but which was contrary to our objectives (for example, "I learned to ask my child a lot of questions" or "I learned it's good to make the child learn something every day") and thus was considered another negative response;

c. give a response that was not contrary to but was not directly related to the objective, which was considered a neutral response;

d. give a response that was related to the toys but was not directly related to the objective, which was considered a neutral response;

e. give a response that related to the toys rather than to themselves or the child. This response was also considered neutral, because it indicated that the parents attributed the good things to the toys rather than to themselves;

f. give a positive response that was related to the objectives of the course. Furthermore, if the responses were positive and related to the objectives, they could be either so general that we could not relate them to a specific objective or they could be judged to be related to one of the objectives.

   Therefore, we judged responses in this category to be:

   (1) too general to classify;

   (2) indicative of a feeling that the parents could help their children learn something useful;

   (3) indicative of a feeling that the parents could influence the decisions that affect the education of their children; or

(4) indicative of a feeling that the child was capable or could be successful.

We conducted the preliminary test of the course at East Palo Alto where a Laboratory staff member taught two eight-week courses. The field testing was conducted in the Murray and Jordan School Districts in Utah by a person trained by the Laboratory.

We analyzed all the responses of parents from East Palo Alto, Murray, and Jordan. The results are summarized in Table II. Every parent who attended the last session of each course answered the questionnaire. Everyone gave some responses to both question 1 and question 2. There were no responses that were contrary to the objectives of the course, so there were no negative responses. Most of the responses that were unrelated to the objectives of the course were comments on the way the course was conducted. For example, in response to the question on the most interesting part of the experience some parents wrote:

"Listening to everyone talk about her child."

"Being able to talk about different experiences."

"Discussions."

Although these were positive responses, they were not directly related to the objectives and we had not anticipated this desirable effect. Between one-third and one-half of the parents made such comments. Six of the unrelated responses of East Palo Alto parents indicated vagueness about or lack of understanding of the purpose of the learning episodes. For example, parents said:

"Help child to be courteous."

"Help child to be unselfish."

"Helps child to be patient."

The comments we classified as related to the toys were statements that indicated the parents attributed the success of the program to the toys or that focused on the toys rather than people. Such comments include:

"Toys do not have to be colorful."

"I should consider age when buying toys."

"The games were useful."

"Seeing my child respond to the toys and experiences."

TABLE II

THE PARENTS' RESPONSES TO QUESTIONS ONE AND TWO
CLASSIFIED ACCORDING TO THE OBJECTIVES OF THE COURSE

	No. of parents	No. of responses	Unrelated	Focus on toys	Related to Objectives*								Total Related to objectives	
					1		2		3		4			
EAST PALO ALTO					No.	%	No.	%	No.	%	No.	%	No.	%
Q1	23	43	9	7			17	40			10	22	27	63
Q2	23	40	7	2	12	28	13	32				16	31	78
JORDAN														
Q1	10	19					10	53			9	47	19	100
Q2	10	17	4	4			1	06			8	48	9	53
MURRAY														
Q1	13	20					18	90			2	10	20	100
Q2	13	26	4	2			7	27			11	42	18	69

* Related to Objectives:

(1) Too general to classify.
(2) Parents feel they could help the children learn.
(3) Parents feel they could influence decisions.
(4) Parents feel their child is capable or can be successful.

When the comment mentioned toys as devices that were useful to the parents or children to help them to learn something, they were classified as relating to some specific objective:

"Toys are useful in teaching children how to play."

"Toys are good for teaching the right way."

"Toys are useful in teaching children to concentrate."

We had some difficulty in determining how to classify some of the positive responses that were related to the objectives, but this was not a major problem. Examples of comments classified under different objectives are:

(1) Statements about what was most interesting in the course that were too general to relate to a specific objective:

"The fact that such a program exists."

"All of it."

"Toys."

(2) Statements that indicated a feeling that the parents could help their children learn something useful:

"Learned to communicate with child better."

"Only takes a little extra time to influence a child's learning process."

"I learned an effective way of teaching."

"There are some specific things that I could do to help my children develop and prepare for school."

"It gives you a sense of accomplishment."

"How simple teaching is if you know how to go about it."

(3) Statements that indicated a feeling that the parents could influence the decisions that affect the education of their children:
(No comments were classified under this heading.)

(4) Statements that indicated a feeling that the child was capable or could be successful. These statements took two forms, a description of what the child could do or a description of what the child had learned:

"Kids are wiser than when I was a child."

"My child knows more than I give him credit for."

"A better appreciation of my children."

"That she did not understand a lot of things that I naturally assumed that she did."

"Learned that my child was an average child."

"He learned to tell one color from another."

"My child learned to listen to instruction."

"The fun reaction the children had in discovering things by themselves."

"Their gain in personal achievement."

Question 3 asked the parents what they didn't like about the course. The parent could:

a. not respond. (This was considered positive since they did respond to the first two questions.);

b. make a positive response;

c. say nothing was wrong -- a positive response;

d. make a specific criticism;

e. be generally negative.

The information from this question is summarized in Table III.

TABLE III

SUMMARY OF PARENTS' RESPONSES TO QUESTION THREE: "WHAT DIDN'T YOU LIKE ABOUT THIS EXPERIENCE?"

	East Palo Alto	Murray	Jordan	Total	%
a. No response.	6	1	2	9	20%
b. A positive response.	9	4	5	18	39%
c. Said nothing was wrong.	6	4	2	12	26%
d. Specific criticism.	2	2	1	5	11%
e. General criticism.	1	1	-	2	5%
TOTAL	24	12	10	46	101%

Even when we asked for a negative response, 39% of the parents came back with a positive response, 25% said nothing was wrong, and only 16% made some kind of a negative statement; and it is doubtful that some of these are negative. For example:

> "Some of the classes were enough alike that time could have been saved by combining them. But in general, we had things given us each time that were beneficial and could be worked on with the children each week. Some of these ideas would be hard to grasp if given any faster."
>
> "Bringing back the toys."
>
> "Expressing what my child has learned and how he acted."
>
> "Filling out the questionnaire. Although I also realize it is an essential part of the program; because I have truly enjoyed it and have appreciated the opportunity of participating."

Three comments indicated some of the toys were too simple and one parent said, "Wasn't tough enough for my child."

Question 4 asked the parents for suggestions to improve the course. Again, they often did not respond or said, "No comment." Some made positive statements such as, "Make it available to more parents." The suggestions were mainly directed toward improving the toys. Most of these statements indicated that the toys were too simple. We have responded to these statements by adding learning episodes that extend the upper range of the toys.

In response to questions 1 and 2, the parents made no statements that were contrary to our objectives. The four or five statements that were classified as unrelated to our objectives indicated that a few of the parents were missing the point of the course. The balance of those statements were all positive statements saying that the parents enjoyed the course because of the exchange of information between parents or the way the course was conducted. This outcome was not anticipated, but it certainly is a worthwhile side effect.

In East Palo Alto, 63% of the responses to the first question ("What did you learn from the experience that was useful?") were related to the objectives; in the other two districts, 100% of the responses were related. The parents at East Palo Alto had a more difficult time expressing themselves in writing, a fact which may account for some of the differences. The percentage of responses to the second question is not so high, but in every group more than 50% of the responses mentioned something that was related to the objectives. The second question ("What was the most interesting part of this experience?") was not so sharply focused as the first question, so we could expect a different kind of response.

Table II illustrates the relationship of the responses to specific objectives. No one made a comment related to a feeling of having power to influence the decisions that affect the education of their children. We believe from the reports of the people who taught the courses that the total lack of comments may be misleading and that some changes did take place that were not reported in the parents' comments. But we do not have any evidence that significant changes took place. Therefore, we do not know that we accomplished the second objective which was: the parents feel that they can influence the decisions that affect the education of their children.

We can conclude from the responses to questions 1 and 2 that the course was successful in obtaining objectives 1 and 3:

1. The parents feel more competent in helping their children learn some important skills and concepts.

3. The parents have a better understanding of what their child is capable of learning and they feel the child can be successful.

This conclusion is certainly supported by the lack of any significant negative comments on question 3, "What didn't you like about this experience?" Only seven parents out of 43 had any negative comments and all of them were minor.

After completing the field test, the Laboratory opened a demonstration center in Oakland to continue the testing and evaluation of toys in the course and provide a place where the Parent/Child Toy-Lending Library program could be observed in operation. The center opened in October, 1970. In May, 1971, the staff conducted in-depth interviews with the first nine parents to take the course; consequently, the interviews were conducted two or three months after the parents had completed the course. The interview followed an interview schedule but did probe or ask leading questions when it seemed appropriate.

All the parents who were interviewed confirmed the conclusions we had drawn from the field test. Furthermore, the interviews indicated that the parents had an excellent grasp of the basic approach we had taken in the course and of the principles we had stressed. They also pointed out that the course had affected other children in the family. The older children had also played with the toys and games. The parents could cite specific examples of how they knew the children had learned something from the course and how the parents had been able to expand upon the written episodes or apply the ideas to other situations in the home.

The Achievement of the Child

The fourth specific objective of the Parent/Child Course was

that the child would, in fact, increase his competency as a result of the interaction with the parents. To evaluate the achievement of the children, we employed a fairly straightforward single-group design with replication. First we pretested two groups of children at Murray and Jordan. After the parents of each group of children had participated in a separate Parent/Child Course, we posttested each group. We then compared the two sets of test results to see if the children involved in the course had improved their scores on the items relevant to concepts taught by the toys they had played with.*

To measure change in the children's achievement, we used the Responsive Test. That test had been developed to measure the intellectual achievement of children in the model Head Start program being developed by the Laboratory. The test consists of the following subtests:

1. Color Matching
2. Color Naming
3. Color Identification
4. Shape Matching
5. Shape Naming
6. Shape Identification
7. Letter Recognition
8. Numerical Concepts
9. Relational Concepts
10. Sensory Concepts
11. Problem Solving
12. Verbal Communication
13. Verbal Comprehension

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* A design of this type is often criticized, because it fails to control adequately changes brought about by factors other than those specifically related to the experience being evaluated. The child may have learned the skills in the same time without any particular help, or the change could be a result of learning from taking the test. We believe that our design adequately accounted for both possibilities. The test that was used included two subtests that were unrelated to any of the skills or concepts covered in the course. We reasoned that if the changes in scores were the results of learning unrelated to the course or because of learning from the test itself, then the subtests that were related to the course and the two that were not related would change in approximately the same way. If the changes in test scores could be attributed to the course, there should be significant differences on those subtests related to the skills covered in the course but not on those two that were not related.

We were also testing two groups of children in two different school districts; in effect we had a study and a replication of that study. Thus, if any differences were consistently found, our confidence in having found real differences would be greatly increased.

Separate scores are reported for each of the subtests. The test is individually administered and takes from 30 to 40 minutes to complete.

During the week before the courses began, 16 children in the Murray District and 15 in the Jordan District were pretested. Posttests were administered at the end of the course to as many of these children as possible (12 from Murray and seven from Jordan). All children were posttested ten weeks after pretesting.*

The summary data are reported by subtests in Table IV for the Murray group and in Table V for the Jordan group. In both tables, the range, average score, and variance are reported for pre- and posttest data. In addition, the total number of possible points for the subtest, a correlation between the child's pretest and posttest score, and a statistic reflecting the change with an indication of its significance are also shown.**

As indicated in Table IV, the Murray children scored high on the pretest on both the Color Naming and Shape Naming subtests. Because of the high initial scores and limited variability of these scores, change was negligible and tests of significance were not determined for these two subtests. Table V indicates that the Jordan children also found the two subtests easy on the pretest; consequently, there was again little change on them.***

For the rest of the subtests, significant changes were shown by the Murray children on all except the Letter Recognition and Sensory Concepts tests. On these tests, only small non-significant positive changes were shown. The Jordan results on these two subtests were similar. Of 32 possible points on the Letter Recognition subtest, the pretest average was five and increased only three points to the posttest average of eight; the average Sensory Concepts score increased only one point between administrations. The changes on both tests proved to be not significant.

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* Pretest results were used to obtain an index of test reliability. A split-half (odd-even) reliability coefficient of .98 (corrected using the Spearman-Brown formula) was obtained on the pretest results of 31 children.

** The "t" statistic is the one calculated for repeated measures, and significance has been indicated at the .10, .05, and .01 levels for a one-tailed test with 11 and 6 degrees of freedom respectively for the Murray and Jordan groups.

*** The Responsive Test has been revised and now is more challenging in these two areas; it includes 12 colors and 14 different shapes.

TABLE IV

SUMMARY PRE- AND POST RESPONSIVE TEST DATA WITH INDICATIONS OF CHANGES FOR 12 MURRAY CHILDREN

SUBTEST	Total Points Possible	PRETEST SCORES			POSTTEST SCORES			r	t	Sig. Level
		Range	Mean	Var.	Range	Mean	Var.			
Color Matching	9	6 - 9	8	2	--	9	0	--	--	--
Color Naming	9	0 - 9	4	13	0 - 9	6	8	.67	2.58	.05
Color Ident.	9	0 - 9	5	13	4 - 9	7	4	.92	3.55	.01
Shape Matching	4	1 - 4	4	1	--	4	0	--	--	--
Shape Naming	4	0 - 4	1	2	1 - 4	3	1	.20	3.36	.01
Shape Ident.	4	0 - 4	2	3	0 - 4	4	1	.00	2.76	.01
Letter Recog.	32	0 - 20	5	44	0 - 20	5	47	.60	0.31	--
Num. Concept	25	0 - 24	9	72	2 - 25	16	51	.79	4.77	.01
Relat. Concept	24	4 - 22	15	39	10 - 22	19	13	.86	3.81	.01
Sensory Concept	24	8 - 24	18	25	8 - 24	18	33	.26	0.12	--
Prob. Solving	40	0 - 23	9	42	4 - 31	16	68	.50	3.05	.01
Verb. Comm.	--	7 - 47	18	145	13 - 57	30	227	.46	2.83	.01
Verb. Compre.	24	3 - 23	15	51	7 - 24	19	43	.64	2.32	.05

TABLE V

SUMMARY PRE- AND POST RESPONSIVE TEST DATA WITH INDICATIONS OF CHANGES FOR 7 JORDAN CHILDREN

SUBTEST	Total Points Possible	PRETEST SCORES			POSTTEST SCORES			r	t	Sig. Level
		Range	Mean	Var.	Range	Mean	Var.			
Color Matching	9	--	9	0	8 - 9	9	0	.18	--	--
Color Naming	9	0 - 9	3	14	3 - 9	7	6	.48	2.73	.01
Color Ident.	9	2 - 9	6	10	6 - 9	8	1	.66	2.54	.01
Shape Matching	4	--	4	0	--	4	0	--	--	--
Shape Naming	4	0 - 3	1	1	1 - 4	3	2	.42	4.49	.01
Shape Ident.	4	2 - 4	3	1	2 - 4	4	0	.40	2.27	.05
Letter Recog.	32	0 - 12	5	13	0 - 16	8	37	.30	1.27	--
Numb. Concept	25	0 - 22	9	57	3 - 25	17	82	.87	4.29	.01
Relat. Concept	24	2 - 16	12	22	16 - 24	20	8	.87	4.29	.01
Sensory Concept	24	10 - 24	19	21	16 - 24	20	17	.22	0.39	--
Problem Solving	40	2 - 16	10	25	0 - 28	17	110	.80	2.59	.01
Verb. Comm.	--	7 - 40	18	110	14 - 40	35	212	.20	2.51	.01
Verb. Compre.	24	2 - 22	16	60	15 - 24	21	8	.86	2.12	.05

Both the Letter Recognition and the Sensory Concepts subtests deal with concepts not taught by any of the learning episodes presented in the Parent/Child Course. Thus, the failure of the children at both sites to show any significant change on either of these tests after the course strongly suggests that the significant changes shown in the rest of the tests were indeed due to the child's involvement in the Parent/Child Course.

The similarity of all results between the Murray children and a replicant group of children in the Jordan School District and the failure of both groups to show significant change on two subtests unrelated to the course substantiate the conclusions that: (1) the children learned a considerable amount over the ten weeks of involvement in the Parent/Child Program, and (2) that a large portion of what they did learn over this ten-week period can be attributed to the Parent/Child Course itself.

The Pulling Power of the Course

The conclusions on the reactions of the parents and the achievement of the children have been based upon the responses of parents who completed the course. An obvious question is, "How many did complete the course?" Our initial thinking was that the course would be successful if we achieved our objectives and if 50% of the parents who enrolled completed the course.

The pattern of attendance of the parents has been consistently high. At the first preliminary test in East Palo Alto, five parents started the course and five completed it. At the second preliminary test in East Palo Alto, 35 parents came to the meeting in which the course was explained, 19 started the course, and 21 attended the last session. The increase was due to the fact that some mothers later brought fathers and one father later brought his wife.

At Murray School during the first field test, 20 parents enrolled and three dropped out. During the second course, 45 parents (two classes) came and none dropped out. At Jordan School during the first course 20 enrolled and three dropped out; at the second course, 43 parents (two classes) came and none dropped out; at the third course, 35 came and none dropped out; and at the fourth course, 60 came and none dropped out. The conditions at Jordan and Murray schools were extremely good: the instructor was excellent; and the Mormon Church, which is the dominant religion in the area, places a high value on having the family and parents help their children. But, even when allowances for these conditions are made, the attendance of the parents was very high.

The limited information we have on the two courses at East Palo Alto far exceeds our expectations and the conditions were not as favorable. The instructor was excellent, but there were some doubts

about "this laboratory coming in from the outside to experiment with our children." But the parents who actually started the course stayed with it. This tally does not mean every parent came every night. Some parents missed two or three sessions, but they often asked someone else to return the toy they had and pick up the next one. When they returned, they reported on the use of both toys.

Continued Use of the Library

Another crucial question is, "Will the parents continue to use the Toy Library after the course?" We do not have the records for the preliminary test in East Palo Alto. Because of a series of mishaps, the library was not ready for use immediately after the course. The Laboratory trained a local person to conduct the course again but there was a delay in getting it established and, when it was established, records were not kept on the use of the library. It was, however, the insistence of the parents that caused the school district and the Laboratory to persist until the course was re-established.

In the Murray and Jordan school districts, the same person conducted all of the courses and operated the library. She maintained records on the use of the library. Of the parents in the two districts who took the course in the spring of 1970 (a first field test), one-half continued to use the library until it was moved three miles in the fall. After that, the Murray parents stopped using it but six of the 20 Jordan parents continued. About two-fifths of the parents who took the course during the 1970-71 school year were using the library the following year.

Evaluation of the Training Program and Materials for the Teacher-Librarians

After we concluded that we had achieved at least acceptable levels on the specific objectives of the course, the next phase of the evaluation was to determine how effective the teacher-librarians could be in conducting the course and operating the library on the basis of one week of training and the Librarian Manual. We conducted a one-week workshop at the Laboratory in June, 1970, for eight people, a second workshop in October for four people, and we have trained four people in their own communities. We interviewed these people during April, 1971, six to ten months after they received the training. The people we trained as teacher-librarians varied from parents with no more than a high school education to teachers with a number of years of experience.

The first three questions we asked were related to the materials that were used in the training and in the course:

1. Were the instructions for the toys and accompanying games

clear and understandable?

2. Was the written material interesting?

3. Were the written materials clear and understandable in explaining how you go about setting up a Parent/Child Course in your community?

We reasoned that if 80% of the responses were yes, we had achieved an acceptable level. If the materials were not understandable, we would either revise the materials or establish some requirements for a teacher-librarian. We asked for comments after each "no" response to use in making revisions.

Table VI summarizes the responses to these three questions. Eighty-seven percent of the responses were "yes." With minor revisions in the materials and some recommended guidelines for choosing teacher-librarians, we should be able to reach over 90% of the teacher-librarians with the materials.

TABLE VI

RESPONSES TO THREE QUESTIONS ON THE MATERIALS USED IN THE TRAINING

	Number	Yes		No		No Response	
		No.	%	No.	%	No.	%
June Training	8	18	75	5	21	1	4
October Training	4	12	100	-	-	-	-
Onsite Training	4	12	100	-	-	-	-
TOTAL	16	42	87	5	10	1	2

The next six questions were related to the five days of training:

1. Was the training well-organized?

2. Was the material presented in an interesting fashion?

3. Did you feel that there was enough time to cover the materials?

4. Did the training expand and clarify the written materials?

5. Did the training address itself to most important questions

about conducting the course?

6. Did you come away with a good understanding of the philosophy of the Parent/Child Course?

We set the same standard of 80%. Table VII summarizes the responses.

TABLE VII

RESPONSES TO SIX QUESTIONS ON THE ONE-WEEK TRAINING PROGRAM

	Number	Yes		No	
		No.	%	No.	%
June Training	8	43	90	5	10
October Training	4	23	96	1	4
	12	66	91	6	8

Since 91% of the responses were "yes," we concluded that the teacher-librarians perceived the course to be successful. Again, their comments will be studied in making minor revisions.

Four people received onsite training which was not so well organized and the results indicate a difference. Eighty-four percent of the responses to the above questions were "yes." This result is still satisfactory.

The third section of the interview was a test. We wanted to know if the teacher-librarians understood some of the basic concepts of our program. We asked the following five questions:

1. About how often should a parent ask a child to play a specific game on any given day?

2. What should the child be allowed to do when he first receives a new toy?

3. At what point in the game can the child change the rules of the game?

4. When should a child be allowed to discontinue playing with a particular game?

5. The course outline recommends some 16mm films to show to parents in the course. Some films have guides that go along with them.

Do you know where to get these films and guides or how to find out where to get them?

Since these questions are simple checks of content, we expected a near perfect response (at least 98%). The following table summarizes the responses.

TABLE VIII

RESPONSES TO FIVE QUESTIONS ON THE CONTENT OF THE COURSE AND MATERIALS

	Number	Right	Wrong
June Training	8	39	1
October Training	4	20	--
Onsite Training	4	20	--
TOTAL	16	79=99%	1=1%

We will be receiving information from other teacher-librarians via parent interviews and pre- and posttests for the children; these give us additional information to judge how effective we have been in training the teacher-librarians.

In the meantime, the evaluation so far indicates that the teacher-librarians think they understand the materials, have learned what was important to know from the course, and can demonstrate an understanding of some of the content.

Appendix D

TWO ADDITIONAL EVALUATION TECHNIQUES

Professional evaluators may find one of the following two forms to be useful in their work. They have been included in this handbook in the hope that some researchers may wish to study the Parent/Child program in use in one or more communities and to contribute to the knowledge base that underlies early-childhood education programs. The Laboratory would welcome any such data that may be collected, should you be willing to share it with the developers of the program.

INTRODUCTION TO THE ADULT/CHILD LANGUAGE RESPONSE SCHEDULE (ACLR)

The verbal exchange between the child and an adult provides one of the more important contexts for the acquisition of verbal concepts and labels. Consequently, the adult's choice of words when responding to children can have a direct bearing on the child's development. Though it is seemingly more natural to say, "It's a circle," rather than, "This shape is called a 'circle;' it is round," the latter provides more information to a child who is just beginning to grasp the notions of generic classes (such as shapes), specific shapes (such as circles), and the geometric characteristics of shapes (such as roundness). Once these concepts are grasped it would be redundant to say, "This circle is round," since circles are, by definition, round. But preschool children do not have these concepts firmly rooted in their minds; thus, the more elaborated sentence provides more information and, as such, more opportunity for learning.

With this in mind, the ACLR was developed to measure whether adults working with preschool-age children spontaneously use elaborated and precise language when interacting with children. However, rather than assessing the actual interaction between adults and children, a role-playing situation is set up so that the user of the ACLR plays the part of a child interacting with the adult being assessed. The role-playing situation has been structured through use of certain materials and specified "child" behaviors which are carried out by the examiner. These behaviors consist of specific verbal statements made by the examiner playing the role of the child and responded to by the adult playing the role of the teacher. For example, a Program Advisor, in assessing the use of precise language on the part of an Assistant Teacher, points to a circle and says, "What is this?" The Assistant Teacher may respond in any fashion which she thinks appropriate to her role as a teacher. If she were to say, "That shape is called a 'circle;' it is round," she would show a more precise use of language than if she were to say simply, "It is a circle."

A record of the entire role-playing situation, made with a tape recorder, can be used at a later date to evaluate the use of language on the part of the person being assessed. After the actual role-playing, the person who administered the task is asked to indicate by checking "YES" or "NO" whether specific statements were made, or whether certain information was given, by the person playing the role of the teacher. A scoring instrument is provided for this purpose. The instrument consists of a number of specific statements which the "teacher" may or may not have made in response to the "child" statement. Scoring of the verbal interaction yields a total value reflecting the number of these statements (or ones conveying the same information) which were made by the "teacher."

Administration of the ACLR should not take longer than 30 minutes. And since scoring procedures are fairly straightforward, scoring the recorded verbal interaction should also take approximately 30 minutes.

The following materials are necessary for the administration and scoring of the ACLR.

a) A set of twelve (12) attribute blocks. These consist of four each of three different shapes (four squares, four circles, four triangles). For each shape there are two sizes (big and small) and for each size there are two colors (red and blue).

b) Three 1" color cubes (blocks): yellow, blue, and red.

c) A picture of a dog chasing a cat.

d) A sheet of role-playing verbal items for each person evaluated. This form is titled "ACLR Administration Form: Verbal Items for Role-Playing and Accompanying Materials." It specifies the arrangement of the materials (e.g., all blue blocks together) to be used in conjunction with each of the ten (10) specific verbal statements. It also provides space for the examiner to record any comments she might have during the role-playing situation.

e) A scoring instrument for each role-playing occasion or person evaluated. The scoring instrument consists of a number of questions which can be answered "YES" or "NO." Each question is about the adult-teacher's response to a specific verbal item read by the examiner during the role-playing situation.

f) A tape recorder to be used in recording the interaction during the role-playing situation.

DIRECTIONS FOR ADMINISTRATION OF THE ADULT/CHILD
LANGUAGE RESPONSE SCHEDULE

For sake of simplicity, from here on the person being assessed will be referred to as RESPONDENT.

A. Setting up the Role-Playing Situation

Find a comfortable place in the room, preferably at a table with a couple of adult chairs where you will be relatively undisturbed. Set up your tape recorder, testing it to make sure it is functioning properly. Do not put the microphone on the table since it will pick up too much noise that way. Try to place it off the table but positioned where it will pick up both of your voices. At this time, record the date and respondent's name on the tape.

We have provided forms titled, "ACLR Administration Form: Verbal Items for Role-Playing and Accompanying Materials." One of these should be used each time you role-play with a respondent. You will notice that at the top of the page there is space to fill in your name, that of the respondent, the date, and the location of the role-playing situation. The requested information should be filled in before you begin the actual role-playing.

When you are ready, ask the respondent to sit down with you. Call her attention to the fact that you will be recording your conversation and that only you and she will be listening to the tape. Then, starting the tape recorder, introduce her to the role-playing situation.

B. Introduction of the Role-Playing Situation to the Respondent

The respondent should be told what it is that you are going to be doing. Attention should be directed to making her feel at ease since role-playing and being recorded can be stressful situations. Here is an example of how you might introduce the role-playing situation. In this particular example, a Program Advisor is working with an Assistant Teacher as part of the evaluation of an Assistant Teacher training program.

> "As you know, the purpose of this program is to help you become a more effective teacher and to provide more opportunity for you to practice your teaching skills within the classroom. In order to find out if this program can do what it is designed to do, we are going to role-play. That is, I am going to pretend that I am a preschool child in your classroom and you are supposed to respond to me as if you are my teacher. We will pretend that it is a free play period, not associated with a learning episode or a specific learning activity, and that you are a teacher responding to me as if I

am a preschool child in your class. I have a list of certain things that I will say and do, and you are supposed to respond in the way you would normally respond to a preschool child. When we finish, we can talk about what we did and listen to the tape recording if you wish. Are there any questions?"

You will possibly be asked something like, "What am I expected to do?," or, "What is the purpose of this?" Try to assure her that she is supposed to respond to you just as she feels she would if you were a child who was playing with her. Make sure she understands the roles; she is the teacher and you are the "child."

C. Role-Playing Procedures

Go through each of the verbal items in the order listed on the sheet titled "ACLR Administration Form: Verbal Items for Role-Playing and Accompanying Materials." Place the materials for each item in accordance with the directions under the heading that says "DO." For example, on item I, the box says, "Place ALL 12 ATTRIBUTE BLOCKS IN A GROUP and point to the whole group of blocks." Put the blocks out in accordance with the directions. Then read out loud the statement under "SAY." For item I, you say, "OH, LOOK! WHAT ARE THESE?" After you read your part, wait until the respondent is finished responding before you go on to the next item. She may even want to expand your statement into a teaching situation in which she gives information not asked for or implied by your statement. Allow her time to do so if she desires. However, with the first few items, she may feel uncomfortable; consequently, she may respond in the shortest and simplest way possible. When this happens, try to respond in a way which indicates that you want her to be more complete. For example, if (pointing to all the blocks) you say, "What are these?" and she replies, "They are pieces of plastic," then you might say something like, "But what else are they?" or if that fails, "Tell me about them the way you might talk to a preschool child." Even during this interaction, if possible, maintain the posture of a preschooler.

When setting up the blocks or when reading the verbal items, be careful not to use the language we are assessing. For example, do not say, "I am going to put this CIRCLE here and ask you (pointing to the circle) 'What is this?'" If you use this language while setting up the situation, the respondent is most likely to answer by using your own terms (such as "circle"). What we are trying to assess is whether she will spontaneously use more precise labels. Try to restrict your conversation to the exact language provided by the verbal items.

Also be careful not to provide clues or hints as to what you think her responses should be or how she might have handled the situation differently. Remember, you are now a child and not an adult.

After role-playing, she may want some feedback on how she did. Any thoughts that occurred to you during the role-playing should be reserved until this time. Keep in mind, however, that a person can be easily overloaded with feedback.

D. Notes on Providing Feedback to the Respondent

If this were a training or teaching situation, we would devote a special effort to see that feedback was as complete as possible. However, since we want to compare the respondent's first performance with later performances (for example, after the end of a training program), we do not want to alert her to the specific intent of the instrument. That is, we want her responses at the end of the program to reflect what she has learned from the program, not a practiced reply to the instrument itself. Therefore, feedback should be of a general nature, responding to her needs and questions but avoiding an obvious emphasis on the use of more precise adult language.

ACLR ADMINISTRATION FORM: VERBAL ITEMS FOR ROLE-PLAYING AND ACCOMPANYING MATERIALS

Name of person administering ACLR:_____

Name of School:_____ Date:_____

City:_____State:_____

Name of Respondent_____

MATERIALS

1. A total of twelve (12) attribute blocks: four each of three different shapes (four squares, four circles, and four triangles). For each shape there are two sizes (big and small), and for each size, there are two colors (red and blue).

2. Three 1" color cubes (counting blocks): yellow, blue, and red.

3. A picture of a dog chasing a cat.

ROLE-PLAYING ITEMS

Instructions: Place the blocks as indicated under "DO" and then read aloud the statement under "SAY."

	DO	SAY	EXAMINER COMMENTS
Item I	Place ALL 12 ATTRIBUTE BLOCKS IN A GROUP and point to the whole group of blocks.	OH, LOOK! WHAT ARE THESE?	
Item II	Place ALL 6 BLUE BLOCKS IN ONE GROUP and point to the blue group.	ARE THESE ALL THE SAME?	

	DO	SAY	EXAMINER COMMENTS
Item III	Group all blocks together and POINT TO THE LARGE RED CIRCLE.	WHAT IS THIS?	
Item IV	Group all the BIG BLOCKS IN ONE PILE AND SMALL BLOCKS IN A SEPARATE PILE.	Pointing first to the BIG BLOCKS and then to the SMALL BLOCKS, say: THESE ARE THE DADDIES AND THESE ARE THE BABIES! RIGHT?	
Item V	Put the two BIG TRIANGLES (red and blue) TOGETHER.	THEY ARE THE SAME, AREN'T THEY?	
Item VI	Put the two RED SQUARES TOGETHER.	THEY ARE THE SAME, AREN'T THEY?	
Item VII	Put THREE COLOR CUBES ON TOP OF EACH OTHER with yellow at bottom, the red in the middle and the blue on top.	LOOK! THE RED IS ON TOP OF THE YELLOW.	

	DO	SAY	EXAMINER COMMENTS
Item VIII	Put the BLUE CUBE UNDER YOUR CHAIR. (The respondent will need some clarification with this item. Explain that the situation is as follows: you--i.e., the child--have lost the blue block and are asking the teacher who knows where it is to tell you where it is).	THERE WAS A BLUE ONE; WHERE DID IT GO?	
Item IX	Make a CIRCLE with the 12 attribute blocks and put the BLUE AND RED CUBES INSIDE THE CIRCLE AND THE YELLOW CUBE OUTSIDE THE CIRCLE.	LOOK! I CAN MAKE IT LIKE THIS (point to the circle you have just made with the attribute blocks) AND PUT THESE HERE (point to the red and blue cubes inside the circle) AND THIS HERE! (point to the yellow cube inside the circle).	
Item X	Point to the picture of the DOG CHASING THE CAT.	WHAT IS THIS?	

ACLR SCORE SHEET FOR EVALUATION OF RESPONDENT'S VERBAL BEHAVIOR IN THE ROLE-PLAYING SITUATION

Name of ACLR Administrator:_____Date_____

School Name:_____Date of Recording_____

City:_____State:_____

Name of Respondent:_____

INSTRUCTIONS FOR SCORING

Go back over, and listen to, the tape recording of the dialogue between you and the respondent. Evaluate her responses to each of the ten verbal items by checking "YES" or "NO" for each of the items below. Be sure that the items you check accurately reflect what was said by the respondent. That is, do not check something if you are not sure that it characterizes what actually took place. Each of the ten Roman numerals below refers to one of the ten verbal role-playing items. For each of the Roman numerals, be sure to score only those responses to the corresponding verbal items for role-playing.

Item I: OH, LOOK! WHAT ARE THESE?

SCORING:

			YES	NO
A.	Does the respondent give or ask for a COMMON NAME to the whole set?	For example, does she say something like, "All of these are shapes." or, "What do we call all of these?"		
B.	Does the respondent point out that there are DIFFERENCES within the set?	For example, "They are all different."		
C.	Does she indicate that there are:	different colors?		
		different shapes?		
		different sizes?		

		YES	NO
D. Does she identify these attributes?	Blue Shapes		
	Red Shapes		
	Triangles		
	Squares		
	Circles		
	Big Shapes		
	Small Shapes		

E. Does she describe any characteristic of the shapes?

1. SQUARE	For example, "This shape is a square; it has four corners. All the sides are the same length."
2. TRIANGLE	For example, "This shape is a triangle; it has three corners and three sides. Each side is the same length."
3. CIRCLE	For example, "This shape is a circle; it is round. It does not have any sides."

Item II: THESE ARE ALL THE SAME!

SCORING:

A. Is the respondent responsive to the "child's" question about "SAME?"	For example, "All the shapes are the same color, blue." or, "They are all called shapes." (Score only if the response shows or asks how they are the same.)
B. Does she indicate that the blocks are all blue?	For example, "Yes, that's right; they are the same color, blue."

			YES	NO
C.	Does the respondent point out that there are DIFFERENCES within the blue blocks?	For example, "They are blue, but they are different."		
D.	Does she indicate that there are:	different shapes?		
		different sizes?		
E.	Does she identify these attributes?	Triangles		
		Squares		
		Circles		
		Big Shapes		
		Small Shapes		

F. Does she describe any characteristic of the shapes?

1.	SQUARE	For example, "This shape is a square; it has four corners. All the sides are the same length."
2.	TRIANGLE	For example, "This shape is a triangle; it has three corners and three sides. Each side is the same length."
3.	CIRCLE	For example, "This shape is a circle; it is round. It does not have any sides."

G. Does she use the name of the person administering the ACLR, that is, the name of the "child"?

Item III: WHAT IS THIS?

A. Does the respondent use some means to provide the "child" with the label "CIRCLE"?

B. Does she indicate that a circle is a SHAPE? For example, "This shape is called a 'circle.'"

		YES	NO
C. Does she describe the characteristics of a circle?	For example, "A circle is round; it does not have any sides."		

Item IV: THESE ARE THE DADDIES AND THESE ARE THE BABIES! RIGHT?

SCORING:

		YES	NO
A. Does the respondent apply labels for BIGNESS?			
B. Does the respondent apply labels for SMALLNESS?			
C. Does the respondent indicate that the "child" is correct?	For example, "That's right; these daddies are big and these babies are small."		
D. Does she use the "child's" name?			

Item V: THESE ARE THE SAME, AREN'T THEY?

SCORING:

		YES	NO
A. Is the respondent responsive to the "child's" use of the term "same"?	For example: "Both shapes are called 'triangles'." (Score only if the response shows or asks how they are the same).		
B. Does she indicate that the "child" is CORRECT?	For example, "Yes, both are the same shape."		
C. Does she point out that they are the same SHAPE?			
Does she point out that they are the same SIZE?			
D. Does she label the shape as "TRIANGLE"?			
E. Does she describe the characteristics of TRIANGLE?			
F. Does she apply labels for BIGNESS?			
G. Does she point out that they are DIFFERENT COLORS?			
H. Does she label the colors? BLUE			
RED			
I. Does she use the "child's" name?			

Item VI: THEY ARE THE SAME, AREN'T THEY? YES NO

SCORING:

A. Is the respondent responsive to the "child's" use of the term "same"? For example, "Both shapes are called 'squares'" or "Both shapes are red".

B. Does she indicate that the "child" is CORRECT? For example: "Yes, both are the same shape."

C. Does she point out that they are the same SHAPE?

D. Does she point out that they are the same COLOR?

E. Does she label the shapes as SQUARE?

F. Does she describe the characteristics of a SQUARE?

G. Does she label the color as RED?

H. Does she point out that they are DIFFERENT SIZES?

I. If so, does she LABEL THE SIZES: BIG

SMALL

J. Does she use the "child's" NAME?

Item VII: LOOK! THE RED IS ON TOP OF THE YELLOW!

SCORING:

A. Does the respondent indicate that the child is CORRECT? For example: "That's right; the red block is on top of the yellow block."

B. Does she use the term "BLOCK" or "CUBE"?

C. Does she illustrate "on top of" by pointing to different cubes (blue on top of the red) or some other arrangement?

D. Does she use other spatial terms such as below and above, underneath and on top of, under and over, middle, beside, etc.?

E. Does she use the "child's" NAME?

YES NO

Item VIII: THERE WAS A BLUE ONE; WHERE DID IT GO?

SCORING:

A. Does the respondent respond to the statement? For example: "There was a blue one," or "The blue cube is missing."

B. Does she SPECIFY the LOCATION of the blue cube? For example, "The blue cube is under the chair."

C. Does she refer to the BLUE CUBE as the "BLUE BLOCK" or "BLUE CUBE"?

D. Does she use the "child's" NAME?

Item IX: LOOK, I CAN MAKE IT LIKE THIS AND PUT THESE HERE AND THIS HERE!

SCORING:

A. Does the respondent respond to the child by DESCRIBING the ARRANGEMENT of the blocks? For example, "You made a circle with these shapes. You put the red and blue cubes inside the circle and the yellow cube outside the circle."

B. Does she indicate that there is a CIRCLE?

C. Does she LABEL the cubes? For example, "The blue cube is ...."

D. Does she label the POSITION of the cubes? BLUE CUBE INSIDE

RED CUBE INSIDE

YELLOW CUBE OUTSIDE

E. Does she use the "child's" NAME?

If you have any comments you would like to make about the role-playing between you and the respondent, please do so.

PARENT INTERVIEW

The Parent Interview has five parts, each of which deals with a single general topic and may be administered by itself to a parent. The goal is to make the interview shorter and to get some depth in one area. The topics are:

1. Satisfaction/Dissatisfaction with course in general. Communications with other mothers.

2. General effect of course on parent.

3. General effect of course on child.

4. Does the parent now share Toy Library and Responsive Program philosophy?

5. Sense of efficacy regarding the education of her children.

It might be possible for the interviewer to assign a general rating of the parent's response immediately after talking with her in the following manner: Affect, +, 0, or - (parent appears to have learned a lot, can't tell, or parent does not seem to have understood the point of the course).

By sticking to one area with each parent interviewed, you will be able to compare responses to a given question more readily. Again, the only way to analyze is with some kind of content analysis. With the most difficult questions, try to have the parent direct her attention to the "most important" thing, so that you can compare and combine responses from different parents.

I have a question to ask but I'm really interested in finding out how you feel about the course. I would like you to talk about whatever comes to mind rather than my simply reading off a list of questions. However, to start off with . . . . .

Why don't you tell me how you first heard about the course and why you decided to take part in it?

[Use her reason(s) for taking part in the course to get at satisfactions: e.g., What did the course help you teach your child? Well, do you think the course helped you teach her the alphabet and numbers?]

Some mothers have suggested ways to improve the course. Were you disappointed or unhappy with anything? Is there anything you would change?

Do you talk with any of the mothers who took the class with you? [If not, did you get a chance during the course to talk to other parents?] What are their general impressions of the course?

How about people who didn't or couldn't take the course -- have you told anyone else about it? Did they seem interested?

I have a question to ask but I'm really interested in finding out how you feel about the course. I would like you to talk about whatever comes to mind rather than my simply reading off a list of questions. However, to start off with . . . . .

Are there any things that you do now with your child that you didn't do before you took the course?

What would you say was the one most important thing the course did for you as a parent?

What do you feel now that you can do to help your child learn? [Probe: Did you feel that way before the course or because you took the course? What exactly was in the course that makes you believe (use whatever she answered to the first question)?]

I have a question to ask but I'm really interested in finding out how you feel about the course. I would like you to talk about whatever comes to mind rather than my simply reading off a list of questions. However, to start off with . . . . .

Can you see any changes in your child as a result of having the toys to play with?

What do you feel is the most important thing the course does for children? [Probe to get from general to personal level.]

I have a question to ask but I'm really interested in finding out how you feel about the course. I would like you to talk about whatever comes to mind rather than my simply reading off a list of questions. However, to start off with . . . . .

What do you think is the main purpose of playing the toys and games with your child?

Did your child usually play with each toy the same way you learned in class? [Probe for rule-changing and new games.] (If yes, Were there some toys he/she played differently?)

I have a question to ask but I'm really interested in finding out how you feel about the course. I would like you to talk about whatever comes to mind rather than my simply reading off a list of questions. However, to start off with . . . . .

Do you have children in school now?

Has the course affected your views about the education of your children?

[If yes, Have you had any reason to talk to (his/her/one of their) teacher(s) in the last month or so? (Probe for mother's sense of efficacy - did she ask for anything; get results?)]

How does your child seem to react to having you teach him/her?

What are some of the things you learned about teaching your child -- not just with the toys but also in general?

Appendix E,"Playtime That Means Business" by Beverly Stephen, is not available for reproduction at this time. The 3-page article is copyrighted by Chronicle Publishing Company, Book Division, 54 Mint Street, San Francisco, CA 94103.

Appendix F

NEWS about the TOY LIBRARY*

The Salt Lake School District is taking a pre-school education program, the Toy Lending Library Program, into homes, and working with parents on a one-to-one relationship. Mary Brady, a Toy Lending Library teacher, is presently working in the Jefferson School Neighborhood. She identified the participants in this program by a house to house canvass of homes in low-income districts.

Twenty-eight parents who have children ages three and four, have enrolled in the program. Once each week for eight weeks, Mary visits the home and spends thirty to forty-five minutes with the mother, showing her how she can use an educational toy in developing a closer relationship with her child, become involved in the child's education, and help the child to develop learning readiness skills. The mother and the child are loaned one toy each week to use in structured and non-structured activities.

Mary has found that the children, knowing when she is to arrive, usually meet her on the porch or come running down the street as she nears the house. She has been very impressed in that the children have taken excellent care of these toys. Very few parts are lost, soiled or destroyed, even though there are many smaller pieces.

To date, the most important result of this pre-school education program is that the participating parents are very surprised and delighted that the educators have enough interest in them that they will be willing to bring a school program to their door. The Salt Lake School District is so pleased with this program that they intend to expand contacts to the Oquirrh School and the Matheson School areas.

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A FINAL NOTE TO THE READER

The Toy Library itself is only one early-childhood education development. One division of the Laboratory is heavily involved in training local program advisors, teachers, and teacher assistants for Head Start and Follow Through communities that have chosen the Responsive Program.* In those communities, many of the same toys, games, and activities that are used in the Toy Library program also provide learning activities in the classrooms we work with.

But the Toy Library notion, itself, is growing. We are already at work on a similar program that will fit the needs of parents who have children in kindergarten and first grade. After that, we hope to test another program for parents of second and third graders.

During the next year or so we plan to add several short color films to the present Toy Library program. Because the Laboratory does not release any of its products until each has been rigorously field-tested, these films will be phased in as they are produced and validated. However, it seemed important that the fully-developed components of the Parent/Child Toy-Lending Library program be made available as rapidly as their effectiveness could be proved.** The program as available now is backed with ample documentation and evidence; early users are enthusiastic; and the U.S. Office of Education, through its National Center for Educational Communication, has selected the Toy Library as an exemplary educational product.

Should you want more background on how the Laboratory creates, field tests, and arranges for production and distribution of its products, you will be able to obtain full details late in 1972 when the Center for Advanced Study of Educational Administration at the University of Oregon publishes a book to be entitled EDUCATIONAL DEVELOPMENT: A New Discipline for Renewal. If you want up-to-date information on other Laboratory products, write to the Information/Utilization Division of the Laboratory.

We've enjoyed developing the Parent/Child Toy-Lending Library program. We want to hear from you about your experiences with it. We wish you every success in your work with the parents and children in your own community. And we hope that your local Toy Library efforts will encourage all parents to feel that they do have a voice in the educational decisions that affect their children's futures.

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* See Appendix B. Also, see two booklets produced by the U.S. Office of Education, now available from the Superintendent of Documents. "Responsive Environment Model of a Follow Through Program" (HE 5.220:20139) and "Tacoma Public Schools Early Childhood Program" (HE 5.220:20160).

** See Appendix C.

PARENT/CHILD TOY-LENDING LIBRARY

A program for parents of preschool children . . . . .

— to enhance parent/child relationships

— to train parents to help their children develop intellectual skills

— to stimulate parents to take an active part in the education of their own children

Also . . . A Program for teachers, assistant teachers, and volunteers—for anyone who works with young children . . . . .

— provides learning experiences that build specific skills in language devel[illegible] problem solving, sensory awareness, fine motor coordinat[illegible]

— provides program content that builds self-image for the child, his family, and his people.

The PARENT/CHILD TOY-LENDING LIBRARY is an eight-week course (about one hour a week) for parents of preschool children. The course can be conducted in a variety of settings—schools, business or industrial sites, community centers, day-care or home-care programs, churches, public libraries, etc. Any local community person can operate the course after completing a brief training workshop.

Eight basic toys are used to teach different concepts and to enhance language development. At the course sessions, parents learn to work with the toys and games and then borrow them to take home to use with their own children. After completing the course, parents are free to borrow these toys, as well as additional toys, just as one would borrow a book from a library. For each toy, there are easy-to-follow directions for several learning activities that teach specific concepts and skills. The eight basic toys are: 1. Sound Cans—auditory discrimination 2. Color Lotto—problem solving, color matching 3. Feely Bag—tactile discrimination 4. Wooden Table Blocks—relational concepts 5. Stacking Toy—problem solving, relational concepts 6. Bead-o-Graph—visual discrimination, motor coordination 7. Number Puzzle—numerical concepts and counting 8. Flannel Board—size and shape concepts.

Each parent taking the course receives an easy-to-read Parent Guide explaining different games at different levels of difficulty to play with each toy. At the course sessions, parents view filmstrips showing several different adults playing the games with their children. Those taking the course practice playing the games and discuss the methods involved. Course sessions are also planned to allow plenty of time for parents to discuss their own problems relating to education or child growth.

The course-leader/librarian (who manages the course) need not be someone trained in early childhood education. She should, however, complete a short training course organized by a laboratory-trained consultant. A Librarian's Guide provides clear instructions for operating the library. In addition, a 20-minute 16 mm color film provides a lively introduction to the course.